DOCUMENT RESUME

ED 354 714 EC 301 900

AUTHOR	Marvin, Christine A.; And Others
TITLE	Interdisciplinary Training in Infant/Family Specializations through Existing Programs at the University of Nebraska. Final Report.
INSTITUTION	Nebraska Univ., Lincoln. Dept. of Special Education and Communication Disorders.
SPONS AGENCY	Nebraska State Dept. of Education, Lincoln. Special Education Section.
PUB DATE	[90]
NOTE	126p.; Some charts may not reproduce.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	At Risk Persons; *Course Content; *Disabilities; *Early Intervention; Family Programs; *Graduate Study; Higher Education; Infants; Intellectual Disciplines; *Interdisciplinary Approach; Preschool Education; Professional Education; *Teacher Attitudes; Teamwork; Toddlers
IDENTIFIERS	University of Nebraska

ABSTRACT

This study explored current University of Nebraska graduate course offerings which address content relative to infants, families, and/or the professional teamwork associated with services to handicapped or at-risk infants, toddlers, and their families. Faculty from 12 departments were surveyed as to their interest in interdisciplinary, interdepartmental, and intercampus training. Ten disciplines were found to be represented in personnel preparation programs at the university system: audiology, child development/early education, family counseling, nursing, pediatrics, physical therapy, psychology, social work, special education, and speech pathology. A total of 82 courses include some content relative to infants, families, and/or professional teamwork, though only 14 percent of these are exclusively focused on these issues. The study also examined which courses are pertinent to the training of professionals who provide infant/family services in the community, specialty minors that are available in this area, faculty interests in pursuing interdisciplinary programs of study in the area of infant/family services, and strengths and needs of individual disciplines in the university system. The study concluded that faculty appear interested in developing and supporting an interdisciplinary graduate seminar and collaborating to share expertise and bring an interdisciplinary perspective to current courses. Recommendations are offered. Appendixes contain survey forms, course descriptions, and matrices indicating which courses address specific issues in infant/family services. (Contains 10 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED354714

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

INTERDISCIPLINARY TRAINING IN INFANT/FAMILY SPECIALIZATIONS THROUGH EXISTING PROGRAMS AT THE UNIVERSITY OF NEBRASKA

FINAL REPORT

Christine A. Marvin, Ph.D.
Assistant Professor

Peg Rowley, M.S.
Graduate Assistant

Sheri Sitzman, B.S.
Graduate Assistant

Department of Special Education & Communication Disorders
University of Nebraska-Lincoln

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Christine A. Marvin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Funding for this project was provided through the Nebraska Department of Education, Special Education Unit, Comprehensive System for Personnel Development.

EC 301900

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
Project Rationale	1
Purpose	4
Methods	
Subjects	4
Surveys	6
Results	12
Professional Training at NU	12
Infant/Family Coursework at NU	14
Relevant Coursework for all IFS Professionals	15
Open, Unrestricted Courses	16
Available Minor Areas of Study	17
Interest in Specialized, Minor Areas of Study	21
Faculty Interest in Interdisciplinary Training	22
Faculty Interests and Expertise	25
Discipline Strengths and Needs	25
Luncheon Follow-up Meeting	28
Discussion	28
Recommendations	32
References	34

APPENDICES

A: Letter to Department Chairpersons
B: Printed Survey
C: Phone Survey
D: Matrices of Existing Courses: Infants, Families, Teamwork
E: Brief Course Descriptions: Open, Restricted and Not-Open Courses
F: National Report of Discipline Strengths and Needs
G: Luncheon Meeting of August 30, 1990: Letter, Agenda, Minutes
H: List of Survey Participants

FIGURES

Figure 1: Matrices used for printed survey pg 8

Figure 2: Number of additional students that can reportedly be accomodated in exisitng graduate courses pg 19

TABLES

Table 1: Project questions for the study of graduate training in the University of Nebraska System related to infants, families, and/or professional teamwork. pg 5

Table 2: Departments and faculty assoicated with infant/family services across the NU system pg 7

Table 3: Phone survey questions regarding faculty interest in interdisciplinary/interdepartmental training in NU graduate programs pg 11

Table 4: Professional titles and minimum degree requirements for employment in infant/family services as reported by 15 departments surveyed at UNL, UNMC and UNO pg 13

Table 5: Courses across the NU system which appear to have a primary focus on 0-3 or 0-5 year olds and/or their families pg 18

Table 6: Departments reporting student interest in specialty minors and the departments offering a minor or coursework in specialty areas related to infant/family services pg 20

Table 7: Number of departments indicating an interest in different interdisciplinary training options at the University of Nebraska pg 24

Table 8: Current grant-supported training programs in the areas of infant/family services at the University of Nebraska pg 26

Table 9: University of Nebraska faculty reporting interest or expertise in infant/family services pg 27

Table 10: Training strengths and needs by discipline pg 29

INTERDISCIPLINARY TRAINING IN AN INFANT/FAMILY SPECIALIZATION THROUGH EXISTING PROGRAMS AT THE UNIVERSITY OF NEBRASKA

RATIONALE

The final regulations for Public Law (PL) 99-457, which amends PL 94-142 have just recently been published (Federal Register, June 22, 1989), and reiterate what the proposed rules had mentioned regarding personnel preparation in the areas of infancy and families. Specifically, Part H (303.360) calls for a comprehensive system of personnel development conducted on an interdisciplinary basis for the variety of professionals needed to meet the requirements of the law. Training is to relate specifically to the interrelated psychosocial, health, developmental and educational needs of infants and toddlers, and the assistance families need in enhancing their child's development.

Discussions about training infant specialists have been active for the past four to five years. In anticipation of full implementation of PL 99-457 in 1991, professionals working with infants and families have begun to explore existing and potential avenues for preservice and inservice training of infant/family specialists (Bailey, Palsha, Huntington, 1990). Critical competencies for the infant specialist have been proposed as a result of national and state-wide surveys (McCollum & Thorp, 1988; Bricker & Slentz, 1986). Some universities, through the support of state and federal grants have reported their efforts at interdisciplinary graduate training in the area of infancy and families with special needs children (Bailey, Farel, O'Donnell, Simeonsson & Miller, 1986; Thorp & McCollum, 1988; Macfee, 1987; Robinson & Fieber, 1988). Funding through Part H of PL 99-457 has spurred some agencies

and school districts to pursue inservice training in this area (Spencer & Coye, 1988). Despite these activities, many states, like Nebraska, still struggle with the many issues of "Who needs what training?", and "How should the training occur?", and "Who is best prepared to do the training?".

The majority of preservice training programs for interdisciplinary infant/family specialists which have been described in the literature are housed in departments of special education but represent faculty and students from several disciplines (Bricker & Slentz, 1986). Other programs have offered graduate study with double majors in two areas of specialization (e.g. special education and maternal and child health (Bailey, et al., 1986).

The problems with these programs, however, rest with the need for outside funding to develop and staff new courses and practica. If funding is denied after a period of time, the university department housing the program must find resources to continue the program. Present strains on university budgets, however, often restrict universities from assuming those costs. This was the case at the University of Nebraska-Lincoln (UN-L) when the Handicapped and At-Risk Infant Specialization Program in the Department of Special Education exhausted its three years of federal funding and Dr. Corey Robinson, Project Director, relocated out-of-state. Given the present need for highly trained infant/family specialists, it seems unwise to continually pursue similar short-term approaches to training personnel.

The University of Nebraska System is comprised of three campuses in two cities; the University of Nebraska-Lincoln (UN-L), University of Nebraska Medical Center (UNMC) and the University of Nebraska-Omaha (UN-O). These three campuses have a number of programs that prepare professionals to work

with handicapped individuals including infants and/or their families. Social Work, Special Education, Physical Therapy, Speech-Language Pathology, Audiology, educational Psychology, Clinical Psychology, Nursing, Nutrition, and Child & Family Studies are but the most obvious programs. In addition, there are faculty, courses, and field experiences within some of these departments that specifically address infants and families. It is unlikely, however, that nay one program could adequately or comfortably train infant/family specialists as are needed in the variety of roles/professions under the new law. A collaborative effort across departments and campuses would more efficiently provide the necessary content and experience for preparing professionals, from a variety of fields, to interact and collaborate in their efforts to meet the needs of handicapped infants and their families in Nebraska.

The stated interest in, and need for interdisciplinary training in the area of at-risk or handicapped infants and their families, in no way implies a decreased need for discipline-specific specialties in these areas. Infant educators, speech-language pathologists, physical therapists, nurses, etc., are needed for their knowledge and specific training in infant development and infant intervention. In addition, social workers, counselors and psychologists are needed for their expertise in family issues and family intervention. The knowledge each of these professionals possesses of one another's discipline, however, can greatly improve the quality and efficiency of services provided to infants and families. Professionals who are well-informed of each other's discipline and professional focus will avoid the possibility of any duplication of services, and are more apt to demonstrate

effective communication in assigning roles and responsibilities and sharing information relative to each case (Marvin, 1987). Finally, a shared knowledge of each other's perspective can assist interdisciplinary team members in creating solutions to problems; team members may be more apt to call on one another for support if they understand what expertise the other disciplines can offer.

PURPOSE

The present study explored to what degree existing graduate programs in the University of Nebraska System are or can address competency areas purported to be relevant in the preparation of infant/family specialists. More specifically, this study explored current graduate course offerings at the three University of Nebraska campuses (UNL, UNMC, UNO) which addressed content relative to infants, families and/or the professional teamwork associated with services to handicapped or at-risk infants, toddlers and their families. Faculty were surveyed as to their interest in interdisciplinary, interdepartmental, intercampus training and were asked to indicate their preference for various activities/options which addressed such training opportunities. The eight specific questions which provided the focus for the study are presented in **Table 1.**

METHODS

Subjects

The chairpersons of 15 departments across the NU system were contacted by phone regarding their interest in having their department participate in the study. The departments contacted represented eleven disciplines associated with infant/family services as reported by Bailey in a national study of preservice training patterns (Bailey, Palsha & Huntington, 1990). Occupational Therapy was the only discipline mentioned by Bailey and his

TABLE 1

Project questions for the study of graduate training in the University of Nebraska System related to infants, families, and/or professional teamwork.

1. Which disciplines, typically associated with services for handicapped or at-risk infants and their families are represented in personnel preparation programs at the University of Nebraska?

2. What course content, relative to infants, families, and professional teamwork is being offered at the graduate level?

3. What content at the graduate level is pertinent to the training of all professionals who are or will be providing infant/family services in the community?

4. Which graduate courses currently being offered (which address content relative to infants, families, and professional teamwork) are open to interested graduate students who major in one of the related fields in infant/family services?

5. What specialty minors (9-12 credits) in infants, families, or professional teamwork skills are currently available for interested graduate students?

6. What interest exists in establishing specialty minors in infants, families, or professional teamwork skills to compliment graduate students' major areas of study?

7. What are current faculty interests in pursuing interdisciplinary programs of study in the area of infant/family services?

8. Which faculty at the University of Nebraska profess an interest in one or more of the areas of study associated with infant/family services?

9. What are the reported strengths and needs of individual disciplines represented in the NU System relative to graduate training in areas related to infants, families, and/or professional teamwork?

colleagues that is not represented in the NU System; Creighton University houses the only occupational therapy training program in the state of Nebraska. The department chairs were encouraged to invite all interested faculty to participate in the study. A list of participating departments and faculty are presented in **Table 2.**

Surveys

The purpose and design of the study was described to the department chairpersons during the initial phone contact. Chairpersons were asked whether or not the results of such a study would be of interest to their faculty and whether or not they would support and encourage faculty participation through completion of the study.

With agreement of the department chairperson, a printed survey and a copy of the questions to be addressed in a follow-up phone interview were mailed to each department. A copy of the letter mailed to the departments is included in **Appendix A.**

Printed Survey The printed survey consisted of three empty matrices, a one page summary sheet, and a short set of written of instructions. The three matrices were designed to reflect the topics and competency areas pertinent to the education and training of professionals working with at-risk or disabled infants, toddlers, and their families. An individual matrix was used to represent the study of 1.) Infants/ toddler development, assessment and intervention strategies 2.) Family theory, assessment and intervention practices, and 3.) Professional teamwork at an intra-,and inter-disciplinary as well as an inter-agency level. **Figure 1** presents the three matrices used in the study. A copy of the entire printed survey, and the instructions are contained in **Appendix B.**

Across the top of the columns on each matrix were topic or competency

TABLE 2

Departments and faculty associated with infant/family services across the NU system

Campus	Department	Faculty
UNL		
	Audiology	Steve Boney
	Communication Disorders	Mary Morris
	Special Education	Chris Marvin
	Educational Psychology	Jane Conoley
	Elementary Education	Mary Kluender
	Human Development & the Family	Kay King
		Pauline Zeece
	Nutrition	Judy Driskell
	Psychology	John Berman
		Mary Kenning
UNMC		
	Nursing	Geri Wood
	Pediatrics	M. Patricia Leuschen
	Physical Therapy	Wayne Stuberg
UNO		
	Communication Disorders	John Christensen
		Kathy Coufal
	Elementary Education	Kay Parnell
		Ken Smith
	Psychology	Joseph Lovoie
		Robert Woody
		Susan Epps
	Social Work	Sunny Andrews
		Gwen Weber
		Robin Russell

Course Content: INFANT/TODDLERS (0-3 years)

Department:
Institution: UNL UNMC UNO
(Circle One)

	Neurology	Physical Health	Sensory Perception	Motor/Movement	Vision	Audition	Sp-Lang/Communication	Social	Emotional	Cognition	Play	Feeding/Eating	Nutrition	Other
Normal Development														
Abnormal Development														
Assessment														
Intervention Strategies														

Course Content: FAMILIES

Department:
Institution: UNL UNMC UNO
(Circle One)

	Cultural Diversity	Structure	Roles/Membership	Functions	Interactions	Stresses	Needs	Supports/Resources	Environments	Parenting Skills	Advocacy
Theory											
Assessment											
Intervention											

Course Content: PROFESSIONAL TEAMWORK*

Department:
Institution: UNL UNMC UNO
(Circle One)

	Law, Rules, Regulations for Child Services (0-3)	Law, Rules, Regulations for Family Services	Ethics	Collaboration	Conferencing Skills	Case Management & Service Coordination	Screening Procedures	Oral/written Communication Skills	Individualized Family Service Plans
Intra Disciplinary									
Inter-Disciplinary									
Inter-Agency									

*PL 99-457 (Education of the Handicapped Act Amendments of 1986) requires states to consider services for at risk and handicapped infants & toddlers through the use of multidisciplinary assessment, interdisciplinary planning, and interagency collaboration. A case manager must be named to assist the family in coordinating assessments, developing the individualized family service plan, identifying available services, coordinating delivery of services, accessing advocacy services, and developing a transition plan to preschool, when appropriate. In addition, services for the infant should be orchestrated through the development of an individualized family service plan.
(Please list those courses in which you currently address these pertinent professional skills and issues.)

NOTE: The use of the descriptors intra disciplinary, inter-disciplinary or inter-agency may not be pertinent to all topics listed.

FIGURE 1

Matrices used for printed survey in study of interdisciplinary training in infant/family services at the University of Nebraska

BEST COPY AVAILABLE

areas relevant to the particular area of study. Faculty were asked to indicate the graduate courses currently offered in their department which addressed the specific topics represented by each cell on the matrix. The identifying course number was to be recorded in the appropriate cell(s). If topics were addressed in several different courses, more than one course number could be recorded in each cell. If a topic was not currently being addressed in any course the representative cell was to be left blank. If less than one clock hour of lecture, discussion, or lab was spent on any topic, the corresponding course number would not be recorded. Faculty were asked to consider all the topics (cells) represented on the three matrices. All three matrices were to be returned even if an entire matrix was left blank because the department did not offer coursework in that area of study. Faculty were requested to return the survey within one month of receiving it.

The faculty were directed to use the summary page to record the full title, credits and associated prerequisites for any course which they had entered in a cell on the matrices. In addition, faculty were asked to indicate whether any of the courses listed would be open to non-majors.

On the summary page, faculty participants were asked to record two to three key concepts or skills relative to infant/family services that their training program viewed as their strengths and could offer other disciplines. In addition, faculty were asked to record two to three major content needs in their current program that they thought could be addressed by other disciplines. Finally, faculty were asked to record the name of one faculty member who would be willing to represent the department and participate in the follow-up phone interview. A self-addressed envelope was enclosed for return of the printed survey through campus mail. Faculty were requested to return the survey within one month of receiving it.

Phone Survey. The phone survey was designed to solicit information regarding the major and minor areas of study with the department, the number of graduates completing the program each year and an estimate of the number of students who seek employment in infant/family services. The phone survey sought to identify the reported student as well as faculty interest in infants, families, counselling or interdisciplinary teamwork as minor areas of graduate study. Faculty were asked to identify the department programs in the NU System currently being used most often by students to secure these minors. Grant-supported coursework currently being offered in the department was identified and faculty were asked to predict the likelihood of the department continuing these offerings once grant funds were exhausted. Finally, faculty were asked to rate their department's interest in interdisciplinary training in the areas related to infant/family services. Faculty were asked to indicate 1.) no interest, 2.) some interest, or 3.) high interest for each of 11 options posed. After rating the 11 options individually, the faculty member was asked to indicate which one option would be the department's first preference or most desirable option. A list of these 11 options are presented in **Table 3.** A copy of the phone survey can be found in **Appendix C.**

Once the printed survey was returned, the designated faculty member was contacted to clarify any confusing or missing data and to schedule a convenient time to participate in a phone interview. The phone interview was estimated to require 30 minutes. A graduate assistant then contacted the faculty member at the scheduled time and conducted the phone interview using the questions on the phone survey to structure the discussion. Because a copy of the phone survey had been included in the initial mailing to the faculty for their review and consideration, some faculty chose to respond to the questions in writing and return their answers along with their completed

TABLE 3
Phone survey questions regarding faculty interest in interdisciplinary/interdepartmental training in NU graduate programs.

Assuming graduates of your training program may be involved in the delivery of services for at-risk or handicapped infants, toddlers and their families, the following training options are presented for your consideration. Please rate your department's interest for each proposed option. Your answers in no way commit your department to any of the options presented.

RATINGS: 1= no interest 2= some interest 3= high interest

1.	Writing a grant to support a core of specialty courses and faculty within our own department.	1	2	3
2.	Writing a grant to support an interdepartmental core of specialty courses and faculty.	1	2	3
3.	Securing a minor area of study (6-9 credits) for our majors outside the department.	1	2	3
4.	Offering a 6-9 credit hour minor in our department for graduate students from other disciplines.	1	2	3
5.	Securing guest speakers from other departments to address students in existing courses.	1	2	3
6.	Team-teaching with faculty from other departments in courses of similar focus/design/purpose.	1	2	3
7.	Offering a departmental seminar (3 credits) addressing infant-family issues and services.	1	2	3
8.	Developing an interdisciplinary (interdepartmental) seminar (3 credits) addressing infant-family issues and services.	1	2	3
9.	Offering the services/time of a department faculty member to assist or coordinate an interdisciplinary (interdepartmental) seminar (3 cr.) addressing infant-family issues and services			
	once each year?	1	2	3
	once every 2 years?	1	2	3
	once every 3 years?	1	2	3
10.	Developing an interdisciplinary (interdepartmental) major in infant-family services at the University of Nebraska.	1	2	3
11.	Coordinating interdisciplinary (interdepartmental) training with faculty from other NU campuses (i.e., UNL, UNO, UNMC).	1	2	3

printed survey. In these cases, the graduate assistant contacted the designated faculty only to clarify information on the two surveys and seek elaboration on particular questions from the phone survey. Completion of the phone survey using an interview format required 20-30 minutes; follow-up calls for phone surveys which had been completed in writing averaged 15 minutes in length.

RESULTS

The results of the surveys are presented relative to the nine study questions. Information collected at the follow-up luncheon is incorporated into the answers for specific questions.

Professional Training at the University of Nebraska (NU)

Q: Which disciplines, typically associated with services for handicapped or at-risk infants and their families are represented in personnel preparation programs at the University of Nebraska?

Twelve departments completed the survey, representing ten different professional disciplines. The Nutrition Department at UNL chose not to participate because the graduate curriculum in Nutrition was currently undergoing some revisions. The Elementary Education programs at both UNL and UNO agreed to participate, but upon receiving the printed survey decided that their coursework and faculty expertise did not relate to the topics of infant/family services. The ten disciplines represented in the study included: Audiology, Child Development/Early Education, Family Counseling, Nursing, Pediatrics, Physical Therapy, Psychology (including Counselling Psychology, School Psychology and Clinical Psychology), Social Work, Special Education, and Speech Pathology. **Table 4** presents the participating departments and their associated professional titles. In addition, Table 4 provides information regarding the recommended degree for securing employment

Table [4]

Professional titles and minimum degree requirements for employment in infant/family services as reported by 15 departments surveyed at UNL, UNMC, UNO.

Campus Departments	Audiologist	Child Abuse Social Worker	Child Development Specialist	Clinical Nurse Specialist	Early Childhood Special-Educator	Family Therapist/Counselor	K-6 Educator	Physical Therapist	Psychologist-diagnostic	Psychologist consultant/counselor	Research Scientists	Social Service Worker	Speech Language Pathologist
UNL													
Audiology	MS												
Comm. Disorders											MS		
Ed. Psychology								MA	MA				
Elementary Ed./EC							BS						
HDF			BS								BS		
Nutrition*													
Psychology									PhD				
SpEd				MA/MEd									
UNO													
Comm Disorders												MA/MS	
Elementary Ed./EC					BS								
Psychology								MA	MA				
Social Work		BS			MSN						BS		
UNMC													
Nursing				MS									
Pediatrics MSIA										MS			
Physical Therapy							MPT						

*No Response

in infant/family services (IFS). Most of the disciplines require completion of a graduate degree. Some child development specialists (usually day care) and social service workers are employed with baccalaureate degrees. Physical therapists must now complete a 5-year program of study which results in a master's of physical therapy degree. The university courses which address content relative to infants, families and professional teamwork are, for the most part, graduate courses.

IFS Coursework at NU

Q: **What course content, relative to infants, families, and professional teamwork is being offered at the graduate level?**

Eleven departments across all three campuses of the University of Nebraska reported a total of 82 courses which currently address some content relative to infants/families and/or professional teamwork. Only an approximate 14% of the reported courses, however, have titles and content that are exclusively focused on the issues relative to infants, families, and/or professional teamwork. The other courses appear to have a wider scope and include infants, families, or teamwork in their discussion of more generic topics or populations. The 82 reported courses represent 52 different topics related to infants, 33 topics related to families, and 27 topics related to professional teamwork. The existing courses currently available across the NU system and their respective infant/family content are represented by course number on the Infant, Family, and Professional Teamwork matrices contained in **Appendix D.**

As would be expected, particular topics are addressed more extensively and more frequently by a few departments. Topics dealing with infants are found most often in Nursing, Psychology, Educational Psychology, Special Education, and Human Development courses. Topics associated with the

discussion of families are more commonly found in Psychology, Educational Psychology, Social Work, and Human Development courses. And finally, Special Education and Educational Psychology predominate in offering courses which address topics related to professional teamwork.

Of the 112 different topics related to the study of infant/family services, 4 topics were clearly underrepresented in the data. The development, assessment and treatment of infants' vision, audition, feeding and/or nutrition were topics addressed least often by the faculty participating in the study. Only courses in Nursing (UNMC), Special Education (UNL) and Psychology (grant-supported at UNO) currently address all the issues related to infant's feeding and nutrition. Vision topics appear concentrated in Nursing (UNMC) and Psychology (grant-supported at UNO) courses.

Relevant Coursework for All IFS Professionals

Q: What content at the graduate level is pertinent to the training of all professionals who are or will be providing infant/family services in the community?

A total of 69 courses from 11 departments are deemed by the respondents as appropriate for all professionals who are or will be providing infant/family services in the community. Forty-three courses are "restricted" in that they require permission of the instructor and may have prerequisites which need to be completed or waived for interested students. Twenty-six courses are open to non-majors and can be taken without permission or prerequisite coursework as long as the student has completed relevant infant/family content in their major area of study. Thirteen courses were listed as pertinent to the study of infants, families, and/or professional teamwork but were limited to students who had been accepted into the department's graduate program of study and often had numerous prerequisites or

content which was exclusively relevant to only one discipline. The Department of Physical Therapy is the only department that has restricted all their relevant courses to their majors only.

The relevant content in each reported course is included with each course description presented in **Appendix E.** Course listings are grouped by their accessibility to interested students and then listed alphabetically by department prefix. The listings of "Open", "Restricted" and "Closed" courses are complemented by the respective matrices contained in Appendix D. Whereas the course listings describe all relevant content in each course, the matrices are designed to present the open, restricted, and closed courses separately for infant, family, or professional teamwork content. Readers are directed to scan the matrices in Appendix D for topics of interest, note the listed courses for a particular topic, and seek more detailed description of the courses in the course descriptions provided in Appendix E.

Open, Unrestricted Courses

Q: Which graduate courses currently being offered (which address content relative to infants, families, and professional teamwork) are open to interested graduate students who major in one of the related fields in infant/family services?

Twenty-six courses related to infants, families, or professional teamwork are reportedly open to any graduate student in related areas of study. The "Open" course listings are contained in Appendix E; independent matrices of "open" courses in the areas of infants, families, or professional teamwork are contained in Appendix D. These 26 open courses are distributed across six departments, primarily on the UNL campus. The 20 courses based at UNL are offered by the departments of Human Development and the Family (2), Educational Psychology (7), and Special Education and Communication Disorders

BEST COPY AVAILABLE

(11). The UNO campus offers 3 grant-supported courses in Psychology and 3 courses offered by the Department of Special Education and Communication Disorders. A review of these 26 course titles and the course descriptions as provided in the respective University Graduate Bulletins suggests that only six courses, however, appear to be exclusively focused on issues relevant to 0-3 year-olds. The other courses appear to address the topics on a broader perspective as the topics relate to a wider range of children, populations, or issues. **Table 5** presents a list of the courses which appear to be focused on 0-3 year old issues; an additional 12 courses are listed which appear to address issues related to 0-5 year olds.

Faculty were asked to indicate the number of additional students that could be accommodated in current courses if interested students from related disciplines were to pursue enrollment in them. **Figure 2** presents a summary of the faculty's suggestions. Most faculty reported that five additional students could be accommodated in their courses. One department indicated that the number of students that could enroll in their courses would be decided on a courses-by-course basis. Some faculty encouraged interested students to contact the instructor to receive permission to enroll in any course that fills to capacity prior to the student's registration in the class.

Available Minor Areas of Study

Q: What specialty minors (9-12 credits) in infants, families, or professional teamwork skills are currently available for interested graduate students?

Four different departments currently offer minor areas of study in content relative to infants, families and/or professional teamwork. **Table 6** presents a summary of the departments who offer these minors as well as

TABLE 5

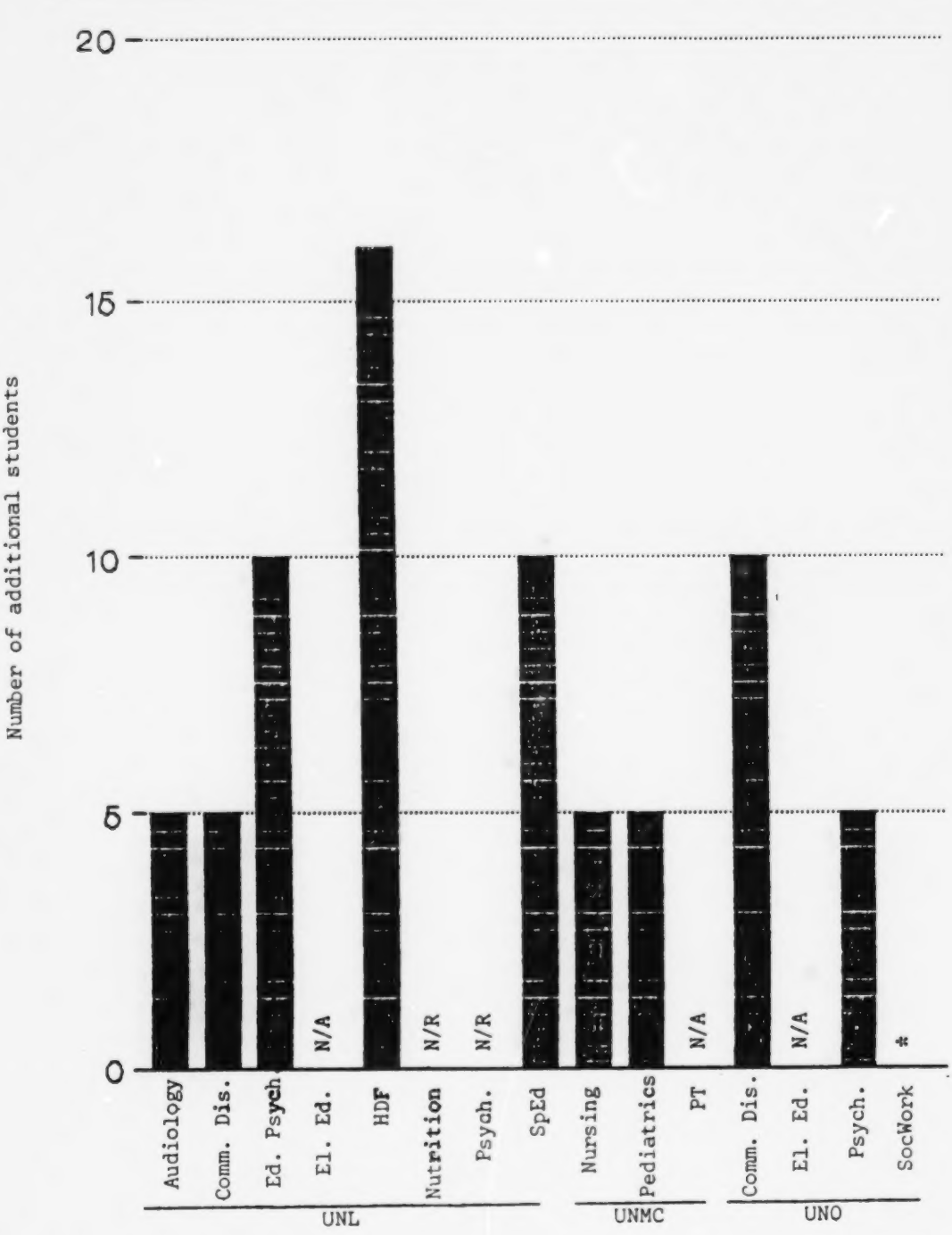
Courses across the NU System which appear to have a primary focus on 0-3 year olds or 0-5 year olds.

Course #	Campus	Title (credit)
0-3 Year Olds		
NU 832	UNMC	Parent-Child Nursing: Family and Individuals (3)
SpEd 860	UNL	Handicapped Infants (3)
SpEd 987M	UNL	Family Interventions (3)
*PSYCH 9910A	UNO/UNMC	Assessment of At-Risk Infants & Toddlers (3)
*PSYCH 9910B	UNO/UNMC	Intervention with At-Risk Infants & Toddlers (3)
*PSYCH 9910C	UNO/UNMC	Medically-Complex Infants & Toddlers (2)
0-5 Year Olds		
NU 830	UNMC	Parent-Child Nursing: Community & Family (3)
NU 834	UNMC	Parent-Child Nursing: Child (4-8)
PEDS 896	UNMC	Research in Pediatrics (arranged)
SOWK 8686	UNO	Social Work with Developmentally Delayed (3)
SPED 8236	UNO	Language Development & Disorders for Tchrs (3)
SPED 8246	UNO	Language Development (3)
SPED 861	UNL	Preschool Handicapped Children (3)
AUD 975	UNL	Pediatric Audiology (3)
Psych 902	UNL	Developmental Pro-Seminar (3)
HDF 972	UNL	Seminar in Child Development (3)
HDF 874	UNL	Assessment of the Young Child (3)
HDF 882	UNL	Parent Education (3)

* grant-supported

Figure 2

Number of additional students that can be accomodated in existing graduate courses.



*consider on a course-by-course basis
N/A - not applicable
N/R - no response

Table 6

Departments reporting student interest in specialty minors and the departments offering a minor or coursework in specialty areas related to infant/family services

Specialty Focus	Students Interest For A Minor In. . .	Departments Offering A Minor In. . .	Departments Offering Some Courses In. . .	Departments Offering Course Content Which Addresses. . .
Infants	Audiology, UNL Comm. Dis., UNL Ed. Psych., UNL HDF, UNL SpEd, UNL Nursing, UNMC Phys. Ther, UNMC Comm. Dis, UNO Psych., UNO	Peds. MSIA, UNMC[1] SpEd, UNL[2]	Audiology, UNL Psych., UNL Psych., UNO[3] Nursing, UNMC	Comm. Dis., UNL Ed. Psych., UNL HDF, UNL SpEd, UNL Phys. Ther, UNMC Social Work, UNO SpEd, UNO
Families	Audiology, UNL Comm. Dis., UNL SpEd, UNL Nursing, UNMC Peds. MSIA, UNMC Comm. Dis, UNO Psych., UNO	Ed. Psych, UNL HDF, UNL SpEd, UNL[2]	Psych, UNL SpEd, UNL Nursing, UNMC SpEd, UNO	Comm. Dis, UNL SpEd, UNL Psych, UNO[3]
Counseling	Audiology, UNL HDF, UNL SpEd, UNL Nursing, UNMC Peds. MSIA, UNMC Comm. Dis., UNO Psych, UNO		HDF, UNL Social Work, UNO	
Interdisciplinary Teamwork	Comm. Dis., UNL SpEd, UNL HDF, UNL Nursing, UNMC Phys. Ther, UNMC Psych, UNO	Peds. MSIA, UNMC[1] SpEd, UNL[2]	Ed Psych, UNL HDF, UNL SpEd, UNL Nursing, UNMC Comm. Dis., UNO Social Work, UNO	Comm. Dis., UNL SpEd, UNL Phys. Ther, UNMC Psych, UNO[3] SpEd, UNO

[1]Minor is a combined focus on infants and families.

[2]Minor is a combined focus on handicapped young children (0-5 yrs.), families, and teamwork in early childhood special education.

[3]Grant Supported.

information regarding the departments who offer specific courses or related course content. The Department of Human Development and the Family on the UNL campus offers graduate students a 9-credit minor in the study of families or child development. Educational Psychology, also at UNL, offers interested graduate students a minor in the study of families. And finally at UNL, the Early Childhood Special Education program in the Department of Special Education and Communication Disorders offers a 9-credit minor in early childhood special education for interested graduate students. This minor encompasses a study of handicapped infants, their families, and collaborative teamwork along with the study of issues relative to programs for handicapped children ages 0-5 years.

The Pediatrics program at UNMC offers a minor in the Medical Sciences Interdisciplinary Area (MSIA). The MSIA program is designed to offer graduate students from medical and allied health fields an opportunity to pursue relevant research in their specific area of interest. Dr. Pat Leuschen currently coordinates the MSIA program for some graduate students enrolled in the Gerontology program at UNO. She would welcome graduate students from fields related to the study of infants, as well.

Interest in Specialized Minor Areas of Study

Q: What interest exists in establishing specialty minors in infants, families, or professional teamwork skills to compliment graduate students' major areas of study?

Ten different departments reported student interest in securing a specialty minor relative to infants, families, counselling or professional teamwork. Seventy-five percent of the departments surveyed indicated student interest in an infant minor, while 58% of the departments indicated student interest in minors addressing families, counselling or interdisciplinary

teamwork. **Table 6** presents the list of departments reporting such interest.

Faculty are not as interested, however, in securing these specialty minors for the students. Only one-half of the departments surveyed indicated any interest in securing minor areas of study for their graduate students from other departments in the areas of infants, families, counselling or professional teamwork. Many (75%) of the departments surveyed were interested, however, in offering a minor area of study in their own department for graduate students from other disciplines. Only the Departments of Nursing, Audiology and Early Childhood-Elementary Education indicated no interest in offering their courses for a minor area of graduate study.

Faculty Interest in Interdisciplinary/Interdepartmental Training at NU

Q: What are current faculty interests in pursuing interdisciplinary programs of study in the area of infant/family services?

Although 83% percent of the departments surveyed indicated at least some interest in establishing an interdisciplinary/interdepartmental major in infant and family services at the University of Nebraska, only 33% indicated this to be of high interest to them. The most attractive option for interdisciplinary training appeared to be the identification and use of faculty expertise for guest lecturing in current graduate courses across the three campuses; 75% of the departments indicated this was a high interest and all 12 departments indicated at least some interest in this option. Grant-writing, team-teaching, and coordinated training across the University of Nebraska System were of at least some interest to 92% of the departments surveyed. Currently, there are 5 departments at the University of Nebraska engaged in some interdisciplinary/ interdepartmental training related to the services of handicapped infants, toddlers and their families. The Departments of Special Education and Communication Disorders at both the UNO and UNL

campuses, the Department of Psychology and Law College at UNL, and the Psychology Department at UNO are offering interdisciplinary/ interdepartmental training programs at the graduate level. **Table 7** presents a summary of the interdisciplinary training options presented for consideration and the degree of interest reported by the 12 departments who participated in the study.

All 12 departments surveyed indicated at least some interest in establishing an interdisciplinary/interdepartmental graduate seminar in the area of infant/family issues and services; more than half the departments indicated this to be a high interest. One-third of the departments offered their faculty to coordinate such a seminar yearly, while another third indicated interest in offering faculty only once every 3 years. Participants who attended the luncheon meeting in late August (N=9), however, indicated an even stronger interest in initiating these seminars with existing courses and assigned staff. Participants suggested that the faculty of seminars offered yearly in the departments of Physical Therapy, Human Development & Family, Special Education, and Nursing collaborate to have their respective students join in shared discussions and meetings at least 6-7 weeks of each 15-week seminar. In this way, graduate students from a variety of disciplines and graduate programs could meet and share their ideas, views and questions associated with services for handicapped infants, toddlers and their families. In addition, this merging of existing seminars eliminates the need to establish new courses and prevents the dilemmas associated with department ownership for any new interdisciplinary/interdepartmental/intercampus seminar. Faculty suggested piloting this approach during the 1991 school year and reevaluating the need for an independent seminar addressing interdisciplinary issues at a later date.

Finally, it was reported that four departments are currently receiving

TABLE 7

Number of departments indicating an interest in different interdisciplinary training options at the University of Nebraska. (NU)

	Interest-level		
	None	Some	High
write a grant for departmental courses	1	6	5
write a grant for interdepartmental courses	1	5	6
Secure a minor area of study	5	3	3
Offer a minor area of study	3	5	4
Secure guest speakers from other NU departments	0	2	9
Team-teach	1	5	6
Offer a departmental seminar	2	3	6
Develop interdepartmental seminar	0	5	7
Offer faculty to coordinate an interdepartmental seminar			
Once a year	3	3	4
Once every 2 years	2	3	2
Once every 3 years	1	1	4
Develop an interdisciplinary major	1	6	4
Coordinate training across NU system	1	5	6

BEST COPY AVAILABLE

outside funding to support graduate training in areas of study related to young handicapped children, their families and/or professional teamwork. **Table 8** presents the grant-supported programs by name along with information related to the funding and duration of the programs.

Interested Faculty

Q: Which faculty at the University of Nebraska profess an interest in one or more of the areas of study associated with infant/family services?

The University of Nebraska appears to have a number of faculty interested and experienced in the issues and services related to handicapped and at-risk infants and their families. Fourteen faculty from eight departments indicated their interest in infants while 16 faculty indicated interest in topics related to families. At least nine faculty from four departments indicatedan interest in counselling. And finally, 21 faculty members from seven different departments indicated their interest in professional teamwork and communication, case management, consultation and collaboration relative to interdisciplinary services for handicapped and at-risk infants, toddlers and their families. **Table 9** presents the names of these interested faculty by campus and their area of special interest.

Discipline Strengths and Needs

What are the reported strengths and needs of individual disciplines represented in the NU System relative to graduate training in areas related to infants, families, and/or professional teamwork?

Only two departments responded appropriately to the initial request for a statement of training strength and needs in the printed survey. A second request was made of each department at the August luncheon meeting or in a subsequent mailing. Eight of the twelve departments eventually responded to the request for information regarding discipline-specific training needs and

TABLE 8

Current grant-supported training programs in the area of infant/family services at the University of Nebraska

Department	Communication Disorders (UNO)
Grant title	Collaborative Consultation: An Alternative to Traditional Treatment
Funding Years	Through 1990
Focus	Speech language pathologist's use of collaborative consultation.
Number of courses funded	A 2-week seminar plus stipend money for 6 students
Adequate Funds to continue?	Maybe
Department	Special Education (UNL) with Communication Disorders (UNL)
Grant title	Creating Alternatives for Trans-disciplinary Training of SLPS & ECSE Teachers (CATTS)
Funding Years	Through 1991
Focus	SLP's and ECSE teachers needing to complete MA or endorsement requirements.
Number of courses funded	None--Only stipend money for 12 students
Adequate Funds to continue?	No
Department	Special Education (UNL) with Communication Disorders (UNL)
Grant title	Project INTERSECT: Interdisciplinary Training of Speech-language Pathologists and Early Childhood Teachers
Funding Years	1990-1993
Focus	Special Education Teachers and Speech-language Pathologists interested a early childhood. Full time graduate study in the interdisciplinary teamwork of these 2 disciplines with 0-5 year old handicapped children.
Number of courses funded	2 (1 cr. each) Tuition, plus stipends for 6 students.
Adequate Funds to continue?	May be able to support course content
Department	Psychology (UNO) Psychology (MRI/UNMC)
Grant title	At-Risk Infant and Toddler Specialization
Funding Years	1989-1992
Focus	Educational Psychologists
Number of courses funded	4 courses plus stipend money for 4 students
Adequate Funds to continue?	No

BEST COPY AVAILABLE

TABLE 9

University of Nebraska faculty reporting interest or expertise in infant/family services

INFANTS

Campus		
UNL	Pauline Zeece, (HDF) Kay King, (HDF) Marcia Coor, (HDF) Maxine Bauermister, (HDF)	Stephen Boney, (Audiology) Sheldon Stick, (Comm. Dis.) Mary Morris, (Comm. Dis.) Ross Thompson, (Psychology) Chris Marvin, (SpEd)
UNMC	Lynn Willet, (Peds. MSIA) Pat Leuschedn, (Peds MSIA)	Geri Wood, (Nursing) Wayne Stuberg, (Physical Therapy)
UNO	Gwen Weber, (Social Work)	

FAMILIES

UNL	Kay King, (HDF) Craig Smith, (HDF) John DeFrain, (HDF) George Rowe, (HDF) John Woodward, (HDF)	Collie Conoley, (Ed. Psych.) Jane Conoley, (Ed Psych.) Mary Kenning, (Psych.) Chris Marvin, (SpEd) Stan Vasa (Spec. Ed.)
UNMC	Geri Wood, (Nursing)	
UNO	Robert Wood, (Psych.) Joseph LaVoie, (Psych.)	Robin Russell, (Social Work) Jane Woody (Social Work) N. Beverly Hagen, (Social Work)

COUNSELING

UNL	Collie Conoley, (Ed. Psych.) Lisa Larson, (Ed. Psych.) S.M. Alvin Leung, (Ed. Psych) Gargi Sodowsky (Ed. Psych.)	Craig Smith, (HDF) Herbert Lingren, (HDF) John DeFrain, (HDF) Marilyn Scheffler, (Sp.Ed.) Entire Faculty, (Psych.)
UNO	Entire Faculty, (Social Work)	

INTERDISCIPLINARY TEAMWORK AND CASE MANAGEMENT

UNL	Kris Baack, (Comm. Dis.) Mary Morris, (Comm. Dis.) Sheldon Stick, (Comm. Dis.) Dixie Sanger, (Comm. Dis.) Jack Kramer, (Ed. Psych.) Wayne Piersel, (Ed. Psych.) Terry Gutkin, (Ed. Psych.) Marilyn Scheffler, (Sp.Ed.)	Collie Conoley, (Ed. Psych.) Lisa Larson, (Ed. Psych.) S.M. Alvin Leung, (Ed. Psych.) Gargi Sodowsky, (Ed. Psych.) Jane Conoley, (Ed. Psych.) Kay King, (HDF) Chris Marvin, (Sp Ed.) Stan Vasa, (Sp Ed.)
UNMC	Wayne Stuberg, (Phys. Ther.)	
UNO	Dave Conway, (Comm. Dis.) Aaron Armfield, (Comm. Dis.) Kathy Coufal, (Comm. Dis.)	John Christensen, (Comm. Dis.) Robin Russell, (Social Work)

BEST COPY AVAILABLE

strengths and represented six different disciplines. **Table 10** provides a listing of the stated strengths and needs by discipline and specific department. The needs varied by discipline, but family dynamics and family intervention principles as well as information on the medically fragile infant were mentioned by at least two disciplines. Overall, the needs reflect the stated needs reported by national representatives of various disciplines at an interdisciplinary training conference in Washington, D.C. in May, 1988 (Carolina Institute, 1988). The reported strengths and needs of those ten disciplines are provided for review and comparison in **Appendix F.**

Luncheon Follow-up

Nine faculty, representing seven different disciplines, attended the luncheon meeting on August 30 in Omaha. The meeting provided an opportunity to clarify data and discuss the potential of interdisciplinary training in the areas related to infant/family services. Those attending expressed an interest in formally viewing all interested faculty (from the study) as a viable network of infant/family specialists in the higher education system in Nebraska. Quarterly or at least biannual meetings of this group would be of interest. A spring, 1991 informal meeting was agreed upon, with the intent being to expand the network of participants and discuss the initiation of interdiscipoinary training through guest lecturing and existing seminars. A copy of the letter to all participants inviting them to the meeting, the agenda and the minutes are contained in **Appendix G.** Also included in Appendix G is a copy of the second request for departments to indicate their training strengths and needs.

DISCUSSION

The interest expressed by faculty across the three campuses suggests that the time may be right to engage in discussion of infant/family specializations

TABLE 10

Department Strengths and Needs by Discipline

	Strengths	Needs
	Audiology	
UNL	Important information about the development of auditory skills in infants/children and identify when parents/caregivers should be concerned about hearing. Also, how parents can deal with acceptance of hearing loss. Link between hearing sensitivity and development of speech-language skills. Observation of, or hands on experience with, testing of hearing for infant/toddlers. This observation/ experience is a good pragmatic lesson in what behaviors to observe relative to hearing.	Definitely, more information about other developmental areas; specifically - motor, visual, cognitive, psycho/social. More medical information re: common disorders/ problems experienced by children and common sequelae Opportunity to observe <u>normal infants</u>!
	Physical Therapy	
UNMC	No specific courses are offered, but practicum experiences could be arranged. The focus of the department is physically managing the developmentally disabled child or adult.	Transdisciplinary service delivery, family dynamics, research methodology for the health science practitioner.
	Early Childhood Special Education	
UNL	Issues, laws, research in ECSE, including infant-family services. Overview of PL 94-142, PL 99-457, State Rule 51 standards, overview of programs, assessments and curriculum for 0-5 services, as well as program evaluation approaches. Techniques for play-based assessments and intervention.	Family intervention principles and interviewing/ "helping" skills. Methods and materials for 0-5 year olds. Medical aspects of serving 0-3 year olds. Medical technology for medically-fragile infants.

	Strengths	Needs
	Communication Disorders	
UNL	Information on normal development specific to speech-language-hearing-cognition. Information on general parent training for this population. Information on stimulation/treatment of communication disorders.	Inadequate coverage of medically fragile population. Inadequate practicum (with infants and their families). Family dynamics; issues relative to funding; social services.
UNO	Child communicative development and disorders Developing skills for professionals to work in collaborative problem solving teams Cultural diversity: clinical populations from diverse cultural community Infant perception and phonological development (research & teaching)	No specific content needs mentioned. Instead, mentioned collaborative teaching, grant development, and degree program.
	Psychology	
MRI UNMC	Standardized developmental assessment (e.g., Bayley, WPPSI-R). Behavioral assessment. Parent education in child behavior management. Applied research in early intervention. We have adequate resources at Meyer for practica interdisciplinary assessment, intervention, and collaboration.	None specified
UNO	Research skills Foundations courses in developmental psychology.	One or more courses/seminars in infant-family services.
	Nursing	
UNMC	Assessment of family needs using family theories/ models Evaluate local, state and national patterns of delivery of parent/child care services. Assessment-intervention strategies that meet the needs of families related to physical, psychological health problems/needs.	More on collaboration with other disciplines. More on developmental assessments and appropriate interventions. The information on Nursing needs from the National Survey is consistent with our needs and offerings.

and interdisciplinary training at the University of Nebraska. A sufficient number of courses currently available across the NU system appear relevant for inclusion in graduate programs of study in these areas. Although no one course has been promoted as having a comprehensive, interdisciplinary perspective, a number of courses would appear appropriate to a number of disciplines. And although it was apparent that no one training program or associated discipline is currently addressing all the relevant topics for an infant/family specialization, enough content and practica courses currently exist across the NU System to adequately address the subject matter for interested students. Finally, faculty appear interested in developing and supporting an interdisciplinary graduate seminar and/or collaborating to share expertise and bring an interdisciplinary perspective to current courses.

There currently exist at least four different minor areas of study relative to infant/family services at the University of Nebraska. Graduate students in related disciplines, however, may be unaware of the minors inchild development, family studies, early childhood special education and medical science research. In addition, at least four departments offer series of courses which would be attractive minor areas of study for graduate students studying in any one of the 12 disciplines. Counselling courses in Educational Psychology (UNL) or Social Work (UNO), family and cultural issues in Social Work (UNO), grant-supported at-risk infant & toddler courses in Psychology (UNO), and infant/family courses in Nursing (UNMC) are not currently advertised, however, as minor areas of study. The Nursing Department has indicated that they were not interested in offering their courses as a minor area of study; the reasons for this decision are presently unknown.

It should be noted that the grant-supported courses in Psychology at UNO may be poor risks for a student's minor area of study unless those courses can

be supported long-term by the University. Dr. Susan Epps, Project Director for the infant/family specialization grant in UNO's Psychology Department is engaged in discussions with faculty from all three campuses regarding the interest and feasibility of one department assuming responsibility of some of the grant courses or training content. The grant is in its second year and will offer its specialization courses only through August 1992.

Similarly, the six courses which specifically address 0-3 year olds and/or their families may not be advertised appropriately to interested graduate students and their advisors. These courses could be chosen as pertinent electives if their content, and schedule were better known.

The study identified some training needs various disciplines have reported in their efforts to adequately prepare professionals to work with handicapped and at-risk infants, toddlers and their families. The needs mentioned appear to be ones that can be met through existing coursework in the NU System or through collaboration with faculty who have indicated their specialty interests or expertise. The stated need to expose students to interdisciplinary perspectives on the problems of and services for 0-3 year olds and their families could be addressed through the collaborative seminars proposed earlier. Practica seminars would also be an avenue for arranging interdisciplinary discussions for graduate students.

Although the establishment of an interdisciplinary major in Infant/Family Services is not of the highest priority for NU faculty at this time, an interest to provide an interdisciplinary perspective to current professional training programs is clearly evident. Faculty appear prudent in their suggestions for interdisciplinary training at NU. Given the present climate for possible funding of new programs in higher education, faculty are cautious about initiating a new interdisciplinary program that would be time and staff

expensive. Pilot efforts to advertise existing courses as electives or focused minors, and to bring interested graduate students together in pre-existing seminars could provide faculty with the necessary opportunities to further assess the interest and need for interdisciplinary training on a more intensive level. Faculty interest would appear high for the advancement of quality professional training in the area of infant/family services despite an apparent hesitancy to embark on major program development or revisions.

RECOMMENDATIONS

A number of follow-up activities to this study would appear appropriate. The following list of suggested activities includes some activities which may be appropriately considered for future CSPD request for proposal notifications.

1. Extend the data base of pertinent courses to include the University of Nebraska-Kearney campus and Creighton University (OT program).

2.. Pilot the collaborative seminar efforts of two or three faculty/departments/disciplines for 18 months.

3. Produce advising materials to advertise the availability of minor areas of study in related fields, faculty contacts, and a list of pertinent course electives from across the NU System

4. Explore interest in advertising regionally and nationally, the graduate programs at NU which allow for the inclusion of a interdisciplinary or focused minor area of study related to Infant/Family services.

5. Promote an interdisciplinary effort to prepare a grant proposal for federal funding of a Leadership Training Program (doctoral studies) at NU which emphasizes the interdisciplinary aspects of infant/family services.

6. Advertise results of this survey at state conferences for individual professional disciplines.

7. Support the offering of a select core of existing courses across the state of Nebraska through the use of satellite communications, or summer institutes.

8. Support an interdisciplinary faculty seminar twice yearly for the purpose of bringing interested faculty together to discuss pertinent professional issues, course content, program development, collaborative training efforts, and future interdisciplinary training tactics.

REFERENCES

Bailey, D., Farel, A., O'Donnell, K., Simeonsson, R., & Miller, C. (1986). Preparing infant interventionists: Interdepartmental training in special education and maternal and child health. Journal of the Division for Early Childhood, 11(1), 67-77.

Bailey, D., Palsha, S., & Huntington, G. (1990). Preservice preparation of special educators to serve infants with handicaps and their families: Current status and training needs. Journal of Early Intervention, 14(1), 43-54.

Bricker, D., & Slentz, K. (1986). Personnel preparation: Handicapped infants. In M. C. Wang, H. Walberg, & M. C. Reynolds (Eds.), The handbook of special education research and practice (Vols. 1-3). Oxford: Pergammon Press.

Frank Porter Graham Child Development Center. (1988). Carolina Institute for Research on Infant Personnel Preparation, First Year Report. Chapel Hill, NC: University of North Carolina-Chapel Hill.

Marvin, C. (1987). Consultation services: Changing roles for speech-language pathologists. Journal of Childhood Communication Disorders, 11(1), 1-15.

McAfee, J. (1987). Integrating therapy services in the school: A model for training educators, administrators, and therapists. Topics in Early Childhood Special Education, 7, 116-126.

McCollum, J., & Thorp, E. (1988). Training infant specialists: A look to the future. Infants and Young Children, 1(2), 55-65.

Robinson, C., & Fieber, N. (1988). Handicapped and at-risk infant specialization: Preparation of related services personnel. Final report: Grant # Office of Special Education, U.S. Department of Education.

Spencer, P., & Coye, R. (1988). Project BRIDGE: A team approach to decision-making for early services. Infants and Young Children, 1(1), 82-92.

Thorp, E., & McCollum, J. (1988). Defining infancy specialization in early childhood special education. In J. Jordon, J. Gallagher, P. Huttinger, & M. Karnes (Eds.), Early childhood special education: Birth to three. Reston, VA: Council for Exceptional Children.

APPENDIX A

Letter to Department Chairpersons
(following initial phone contact)

University of Nebraska Lincoln
Department of Special Education and Communication Disorders

Special Education
202 Barkley Memorial Center
Lincoln, NE 68583-0732
Phone (402) 472-3955

March 29, 1990

Dr. John Bernthal
Chair, Dept. of Special Education
and Communication Disorders
301 Barkley Center, UNL
East Campus - 0738

Dear John:

Thank you for agreeing to participate in a survey of graduate-level training practices at the University of Nebraska in the area of infant and family services. The findings from this survey will certainly be enhanced by the inclusion of information from your department.

As was mentioned on the phone, a report summarizing the findings of this survey will be forwarded to you later this summer. The results will provide you with information regarding available courses across the NU system which address various aspects relative to infants, families and professional teamwork. In addition, the summary report will provide you with the names of key faculty members who express an interest or specialty in one or more of the areas related to services for at-risk or handicapped infants and toddlers and their families. Finally, the summary report will indicate the current interest and needs which exist across 10 disciplines for the development of interdisciplinary graduate training in these areas.

As the surveys are returned and phone interviews are completed, the interest and/or need to meet as a group to discuss the possibility of interdisciplinary graduate training may become evident. A meeting of this nature would be most appropriately held in early summer, and the results of such discussion would be included in the final report mailed to each department.

The preparation of competent professionals in the area of at-risk or handicapped infants, toddlers and their families can no longer be viewed as optional for the University of Nebraska. Federal and state mandates for services for this population necessitate the implementation of high quality preservice training programs in a number of disciplines. Coordinated efforts across the NU system may reduce the costs associated with such training and simultaneously increase the quality of graduate study in these areas. This survey is an initial step in exploring those possibilities. Thank you for your cooperation.

Sincerely,

Christine A. Marvin, Ph.D.
Assistant Professor
Project Coordinator

APPPENDIX B

Printed Survey

INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES
A Survey of Current Graduate Training
at the University of Nebraska

INSTRUCTIONS

Please provide information regarding your department's present efforts to address topics relative to infants, toddlers, and/or their families, in your graduate-level courses. Follow the six steps outlined below in attempting to complete the attached matrices and questionnaires. **Grant-supported courses or programs should not be considered in completing this survey.**

1. Determine those individuals whose expertise would be most useful to completing this survey.

2. Record your department name and campus on each of the four sheets.

3. Three matrices are provided which include topics that may be pertinent to the education and training of professionals working with at-risk or disabled infants, toddlers, and their families. Please indicate the graduate courses in your department which address specific topics, by entering the course number(s) in the appropriate cell(s). If topics are not addressed, leave the cell empty. **If less than one clock hour of lecture, discussion, or lab is spent on any topic, DO NOT record a course number in that cell; instead, indicate the limited coverage of this topic by recording a check mark in the cell.**

4. After completing the matrices on pages 1-3, please provide the requested information on the Summary sheet on page 4.

5. Review the questions presented on the document entitled **INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES: PHONE INTERVIEW.** Identify one person who will act as a representative for the department. This person will be asked to answer these questions in a follow-up phone interview. A phone contact will be made to this person within two weeks following return of your completed forms.

6. Place the completed forms (four yellow pages) in the envelope provided and **return by April 23, 1990.**

If you have any questions, please do not hesitate to call or write.

Chris Marvin, Ph.D.
Project Coordinator
202 Barkley Memorial Center
Department of Special Education and Communication Disorders
University of Nebraska-Lincoln
Lincoln, Nebraska 68583-0732
472-5483

Enjoy the enclosed tea bags and accept my appreciation for your willingness to participate in this survey. Your contributions are highly valued. Thank you.

BEST COPY AVAILABLE

INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES
A Survey of Current Graduate Training
at the University of Nebraska

Course Content: INFANT/TODDLERS
(0-3 years)

Department:
Institution: UNL UNMC UNO
(Circle One)

	Neurology	Physical Health	Sensory Perception	Motor/Movement	Vision	Audition	Sp-Lang/Communication	Social	Emotional	Cognition	Play	Feeding/Eating	Nutrition	Other
Normal Development														
Abnormal Development														
Assessment														
Intervention Strategies														

INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES
A Survey of Current Graduate Training
at the University of Nebraska

Course Content: **FAMILIES**

Department:
Institution: UNL UNMC UNO
(Circle One)

	Cultural Diversity	Structure	Roles/Membership	Functions	Interactions	Stresses	Needs	Supports/Resources	Environments	Parenting Skills	Advocacy
Theory											
Assessment											
Intervention											

INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES
A Survey of Current Graduate Training
at the University of Nebraska

Course Content: PROFESSIONAL TEAMWORK*

Department:
Institution: UNL UNMC UNO
(Circle One)

	Law, Rules, Regulations for Child Services (0-3)	Law, Rules, Regulations for Family Services	Ethics	Collaboration	Consultation Skills	Case Management & Service Coordination	Staffing Procedures	Oral/Witten Communication Skills	Individualized Family Service Plans
Intra-Disciplinary									
Inter-Disciplinary									
Inter-Agency									

*PL: 99-457 (Education of the Handicapped Act Amendments of 1986) requires states to consider services for at-risk and handicapped infants & toddlers through the use of multidisciplinary assessment, interdisciplinary planning, and interagency collaboration. A case manager must be named to assist the family in coordinating assessments, developing the individualized family service plan, identifying available services, coordinating delivery of services, accessing advocacy services, and developing a transition plan to preschool, when appropriate. In addition, services for the infant should be orchestrated through the development of an individualized family service plan. [Please list those courses in which you currently address these pertinent professional skills and issues.]

NOTE: The use of the descriptors intra-disciplinary, inter-disciplinary or inter-agency may not be pertinent to all topics listed.

52

SUMMARY

Department:
Institution: UNL UNMC UNO

I. **COURSE INFORMATION**

Please list the full title of any course you included on the matrices. Indicate the graduate credits and necessary prerequisites associated with each course. Indicate (Yes/No) whether the course would be open to non-majors who are studying in areas related to the delivery of services to infants, toddlers, and their families. Use the backside of this sheet if necessary.

Dept/ #	Title	Credits	Prerequisites	Non-majors?

II. **DEPARTMENTAL STRENGTHS**

Please identify two or three key concepts or skills your professional program could offer other disciplines, relative to the training of professionals to work with at-risk and handicapped infants, toddlers and their families.

III. **DEPARTMENTAL NEEDS**

Please identify two or three major departmental needs relative to the training of professionals to work with at-risk and handicapped infants, toddlers and their families. Feel free to specify particular disciplines you feel might be able to address those needs.

IV. **CONTRIBUTORS**

Please list those faculty who contributed to the completion of this survey.

V. **PHONE INTERVIEW**

Please list below the name and phone number of one faculty member who is willing to be contacted for a follow-up interview. The phone interview will address the questions presented on the attached PHONE INTERVIEW.

APPENDIX C

Phone Survey

INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES
A Survey of Current Graduate Training
at the University of Nebraska

PHONE INTERVIEW

Department:
Institution: UNL UNO UNMC
Date:

I. DEPARTMENT DEMOGRAPHICS

1. What role or title will graduates from your program hold in community-based infant/family services? (circle all that apply)

infant educator	child development specialist
occupational therapist	physical therapist
speech-language pathologist	audiologist
psychologist (diagnostician)	psychologist (consultant/counselor)
family counselor	social service worker
nurse	nutritionist
	Other:

2. Students from your program may secure employment in infant/family services with the completion of which of the following degrees? (circle one)

Associates Degree, B.A., B.S., M.A., M.S., M.Ed., Ph.D., other:

3. Approximately what number of students graduate each year with post-baccalaureate degrees from your department?

1-10
11-20
21-30
31+

4. How many credit hours are required to complete the department's graduate program?

30-33
34-36
37-40
41+

5. Approximately what percent of your graduates each year secure employment involving services with at-risk or handicapped infants, toddlers and their families?

1- 10%
11- 25%
26- 50%
51- 75%
76-100%

II. GRADUATE PROGRAM OF STUDY

1. The department offers graduate students an opportunity to specialize in:

	As a Major	As a Minor	No
Infants	_____	_____	_____
Families	_____	_____	_____
Counselling	_____	_____	_____
Interdisciplinary Teamwork	_____	_____	_____

If you answered No to all specialties, GO TO QUESTION #II-4.

2. Number of graduate credit hours specifically associated with each specialty:

	0-6 credits	7-12 credits	13+ credits
Infants	_____	_____	_____
Family	_____	_____	_____
Counselling	_____	_____	_____
Interdisciplinary Teamwork	_____	_____	_____

3. Are graduate students in your department provided supervised practica/field experiences in any of the following areas? If Yes, indicate the approximate number of clock hours.

	Yes/Clock hrs.	No
Infants	_____	_____
Families	_____	_____
Counselling	_____	_____
Interdisciplinary Teamwork	_____	_____

4. To your knowledge, do your graduate students have an interest in securing a minor in any of the following areas?

	Yes	No
Infants	_____	_____
Families	_____	_____
Counselling	_____	_____
Interdisciplinary Teamwork	_____	_____
Other minor	_____	_____

5. Are graduate students in your program presently able to secure a focused minor from another department in the areas listed below? Yes No

   If yes, indicate the department, campus and credits typically associated with the minor.

	Department	Campus	Credits
Infant minor	_____	_____	____
Family minor	_____	_____	____
Counselling minor	_____	_____	____
Interdisciplinary Teamwork	_____	_____	____
Other minor	_____	_____	____

6. Are there plans or interests within your department to develop any of the following specialties?

	Plans		Interest	
	Yes	No	Yes	No
Infant specialty	____	____	____	____
Family specialty	____	____	____	____
Counselling specialty	____	____	____	____
Interdisciplinary Teamwork	____	____	____	____

7. What are some of the factors that presently act as barriers to your department's ability to develop or secure a specialty major or minor relative to infants/family services?

8. Is your department currently involved in any interdepartmental/interdisciplinary training relative to infant/family services? If yes, explain.

III. PROGRAM FUNDING

1. Does your department presently utilize grant monies to support efforts to train professionals to work with at-risk/or handicapped infants and their families? Yes No

   If No, GO TO QUESTION #III-3.
   If Yes,
   Title of grant:

   Funding agency:

   Funded through year 199____

   Project Director:

   # of courses funded by above grant(s):

2. Will the department have adequate funds to continue offering the specialty courses funded by these grants, after grant funds are exhausted? Yes No

3. Given your department's current funding and staff allocations, how many additional graduate students would you be able to support each term if any of your courses were sought out as an elective or a minor?

   ____ 3-5 per course
   ____ 6-10 per course
   ____ 11-15 per course
   ____ 16+ per course

   If you are unable to answer question #III-3, what are some of the reasons you are not able to provide an answer at this time?

IV. INTEREST IN INTERDEPARTMENTAL TRAINING

Assuming graduates of your training program may be involved in the delivery of services for at-risk or handicapped infants, toddlers and their families, the following training options are presented for your consideration. Please rate your department's interest for each proposed option. Your answers in no way commit your department to any of the options presented.

RATINGS: 1= no interest 2= some interest 3= high interest

1. Writing a grant to support a core of specialty courses and faculty within our own department.	1	2	3
2. Writing a grant to support an interdepartmental core of specialty courses and faculty.	1	2	3
3. Securing a minor area of study (6-9 credits) for our majors outside the department.	1	2	3
4. Offering a 6-9 credit hour minor in our department for graduate students from other disciplines.	1	2	3
5. Securing guest speakers from other departments to address students in existing courses.	1	2	3
6. Team-teaching with faculty from other departments in courses of similar focus/design/purpose.	1	2	3
7. Offering a departmental seminar (3 credits) addressing infant-family issues and services.	1	2	3
8. Developing an interdisciplinary (interdepartmental) seminar (3 credits) addressing infant-family issues and services.	1	2	3
9. Offering the services/time of a department faculty member to assist or coordinate an interdisciplinary (interdepartmental) seminar (3 cr.) addressing infant-family issues and services			
once each year?	1	2	3
once every 2 years?	1	2	3
once every 3 years?	1	2	3
10. Developing an interdisciplinary (interdepartmental) major in infant-family services at the University of Nebraska.	1	2	3
11. Coordinating interdisciplinary (interdepartmental) training with faculty from other NU campuses (i.e., UNL, UNO, UNMC).	1	2	3

12. For those items above for which you indicated some interest or high interest, which would be your department's first preference?

_____

_____

V. FACULTY EXPERTISE/INTEREST

1. Are there faculty members in your department who possess an interest and/or specialty in any of the following areas? If yes, indicate their name(s).

	Faculty member's name
Infants	_____
Families	_____
Counselling	_____
Interdisciplinary Teamwork	_____
Case Management (Inter-disciplinary)	_____

2. Is there a representative from your department who would be willing to meet with faculty from other disciplines and departments within the NU system to discuss the results of this survey?

Faculty member's name (phone) _____

THANK YOU FOR YOUR COOPERATION AND INPUT.

APPENDIX D

Matrices of Existing Courses
at the University of Nebraska
in
Infants
Families
Professional Teamwork

Corrected 9/8/90

UNIVERSITY OF NEBRASKA
Graduate Coursework Addressing Infants & Toddlers
OPEN COURSES

	Neurology	Physical Health	Sensory Perception	Motor/ Movement	Vision	Audition	Sp-Lang. Comm.	Social	Emotional	Cognition	Play	Feeding/ Eating	Nutrition	Other
Normal Development	PSYCH 9910A SPED 8246	PSYCH 9910A PSYCH 9910B	EP 850 PSYCH 9910A SPA 884 SPED 8246	PSYCH 9910A PSYCH 9910B SPED 8246	PSYCH 9910A PSYCH 9910B	PSYCH 9910A SPA 884 SPED 874 SPED 8246	PSYCH 9910A SPA 884 SPED 8236 SPED 8246	EP 850 PSYCH 9910A PSYCH 9910B SPED 872 SPED 8236	EP 850 PSYCH 9910A PSYCH 9910B SPED 872	EP 850 PSYCH 9910A SPED 872 SPED 830 SPED 8246 SPED 8236	EP 850 PSYCH 9910A PSYCH 9910B SPED 8246	PSYCH 9910A PSYCH 9910B	PSYCH 9910B	
Abnormal Development	PSYCH 9910C	PSYCH 9910C	PSYCH 9910C	PSYCH 9910C SPED 882	PSYCH 9910C	SPA 884 SPED 874	SPA 884 SPED 8236	PSYCH 9910C SPED 872	SPED 872	SPED 872		PSYCH 9910C	PSYCH 9910C	
Assessment	PSYCH 9910A PSYCH 9910C	PSYCH 9910A PSYCH 9910C	PSYCH 9910A PSYCH 9910C SPED 882	PSYCH 9910A PSYCH 9910C SPED 882	PSYCH 9910A PSYCH 9910C SPED 882	PSYCH 9910A SPA 884 SPED 874	PSYCH 9910A	EP 987T PSYCH 9910A PSYCH 9910C SPED 872	EP 987T PSYCH 9910A SPED 872	PSYCH 9910A SPED 872	EP 987T PSYCH 9910A	PSYCH 9910A PSYCH 9910C SPED 882	PSYCH 9910C	SPED 861
Intervention Strategies	PSYCH 9910B	PSYCH 9910B PSYCH 9910C	PSYCH 9910B SPED 882	PSYCH 9910B PSYCH 9910C SPED 882	PSYCH 9910B SPED 882	SPA 884 SPED 874	PSYCH 9910B	EP 987T PSYCH 9910B PSYCH 9910C SPED 872	EP 987T PSYCH 9910B SPED 872	EP 987T PSYCH 9910B SPED 872	PSYCH 9910B	PSYCH 9910B SPED 882	PSYCH 9910B	

Corrected 9/8/90

UNIVERSITY OF NEBRASKA
Graduate Coursework Addressing Infants & Toddlers
RESTRICTED COURSES

	Neurology	Physical Health	Sensory Perception	Motor/ Movement	Vision	Audition	Sp-Lang. Comm.	Social	Emotional	Cognition	Play	Feeding/ Eating	Nutrition	Other
Normal Development	PEDS 913 SPED 860 NU 834	HDF 874 HDF 971 HDF 972 PEDS 913 SOWK 8686 NU 832 NU 834	HDF 874 HDF 971 HDF 972 SPA 975 SPA 983A NU 834	HDF 874 HDF 971 HDF 972 SOWK 8686 SPED 860 NU 834	NU 834	SPA 975 SPA 983A NU 834	PSYCH 902 SOWK 8686 SPA 983A SPED 860 NU 834	HDF 874 HDF 971 HDF 972 PSYCH 902 SOWK 8686 SPA 983A SPED 860 NU 834	HDF 874 HDF 971 HDF 972 PSYCH 902 SOWK 8686 SPA 983A NU 834	HDF 874 HDF 971 HDF 972 PSYCH 902 SOWK 8686 SPA 983A SPED 860 NU 834	HDF 971 HDF 972 PSYCH 902 SOWK 8686 SPED 860 NU 834	SPED 860 NU 834	PEDS 913 NU 834	PEDS 896
Abnormal Development	PEDS 913 SPED 860 NU 834	HDF 874 PEDS 913 SOWK 8686 NU 834	HDF 874 SPA 975 SPA 983D NU 834	HDF 874 SOWK 8686 SPA 983D SPED 860 NU 834	NU 834	SPA 975 NU 834	SOWK 8686 SPA 983A SPA 983D SPED 860 SPED 987P NU 834	HDF 874 PSYCH 971 SOWK 8686 SPA 983D SPED 860 SPED 987P NU 834	HDF 874 PSYCH 971 SOWK 8686 NU 834	HDF 874 PSYCH 971 SOWK 8686 SPA 983D SPED 860 NU 834	SOWK 8686 SPED 860 NU 834	SPED 860 NU 834	PEDS 913 NU 834	PEDS 896
Assessment	PEDS 913 NU 832 NU 834	HDF 874 HDF 885U HDF 886 PEDS 913 SOWK 8686 NU 832 NU 834	HDF 874 HDF 885U HDF 886 SPA 983D	HDF 874 SOWK 8686 SPA 983D SPED 860	HDF 874	SPA 975	SOWK 8686 SPED 860 SPED 987P	HDF 874 HDF 885U HDF 886 SOWK 8686 SPED 860 SPED 987P	HDF 874 HDF 885U HDF 886 SOWK 8686 SPA 983D SPED 860	HDF 874 HDF 885U HDF 886 SOWK 8686 SPA 983D SPED 860	SOWK 8686 SPED 860		PEDS 913	PEDS 896 SPED 860
Intervention Strategies	PEDS 913 NU 832 NU 834	HDF 874 NU 832 HDF 971 HDF 972 PEDS 913 SOWK 8686 NU 834	HDF 874 NU 832 HDF 971 HDF 972 SPA 983D NU 834	HDF 874 HDF 971 HDF 972 SOWK 8686 SPA 983D SPED 860 NU 832 NU 834	HDF 874 HDF 971 HDF 972 NU 832 NU 834	NU 832 NU 834	SOWK 8686 SPA 983D SPED 860 SPED 987P NU 832 NU 834	HDF 874 NU 832 HDF 971 HDF 972 PSYCH 920 PSYCH 971 PSYCH 984 SOWK 8686 SPED 860 SPED 987P NU 834	HDF 874 NU 832 HDF 971 HDF 972 PSYCH 920 PSYCH 971 PSYCH 984 SOWK 8686 SPA 983D SPED 860	HDF 874 NU 832 HDF 971 HDF 972 PSYCH 920 PSYCH 971 PSYCH 984 SOWK 8686 SPA 983D SPED 860	HDF 872 PSYCH 920 SOWK 8686 SPED 860 NU 832 NU 834	NU 832 NU 834	PEDS 913 NU 832 NU 834	SPED 860 SPED 862

63

67

BEST COPY AVAILABLE

UNIVERSITY OF NEBRASKA
Graduate Coursework Addressing Infants & Toddlers
CLOSED COURSES / NOT OPEN TO NON-MAJORS

	Neurology	Physical Health	Sensory Perception	Motor/ Movement	Vision	Audition	Sp-Lang. Comm.	Social	Emotional	Cognition	Play	Feeding/ Eating	Nutrition	Other
Normal Development	PT 415 PT 416			PT 415 PT 416			PT 415 SPA 889A	SPA 889A		PT 416		PT 416		
Abnormal Development	PT 416			PT 416			SPA 889A SPA 967		SPA 969	PT 416 SPA 969		PT 416		
Assessment	PT 416		SPED 897Q	PT 416 SPED 897Q			SPA 889A SPED 897Q	EP 957 SPED 897Q	EP 957 SPED 897Q	EP 957 SPED 897Q	SPED 897Q	SPED 897Q		
Intervention Strategies	PT 416		SPA 969 SPED 897Q	PT 416 SPED 897Q		SPA 982	SPA 967 SPA 969 SPED 899Q	SPA 889A SPED 897Q	SPED 897Q	PT 416 SPED 897Q	SPED 897Q	SPED 897Q		

63

Corrected 9/8/90

UNIVERSITY OF NEBRASKA
Graduate Coursework Addressing Family Issues
OPEN COURSES

	Cultural Diversity	Structure	Roles/ Membership	Functions	Interactions	Stresses	Needs	Supports/ Resources	Environments	Parenting Skills	Advocacy
heory	EP 868 EP 985 HDF 980 PSYCH 9910A PSYCH 9910B SPED 861 SPED 987M SPED 8246	EP 985 HDF 980 PSYCH 9910B SPED 987M	EP 985 HDF 980 PSYCH 9910A PSYCH 9910B SPED 872	EP 985 HDF 980 PSYCH 9910A	HDF 980 PSYCH 9910A PSYCH 9910B SPED 987M SPED 8716*	EP 868 HDF 980 PSYCH 9910B SPED 987M	EP 868 PSYCH 9910A PSYCH 9910B SPED 861 SPED 880 SPED 987M	EP 868 PSYCH 9910A PSYCH 9910B SPED 861 SPED 880 SPED 987M	EP 868 HDF 980 PSYCH 9910A PSYCH 9910B	PSYCH 9910A PSYCH 9910B	PSYCH 9910A PSYCH 9910B SPED 987M
sessment	EP 985	EP 985 EP 987T	EP 985 EP 987T		EP 987T PSYCH 9910B SPED 987M	EP 987T PSYCH 9910A PSYCH 9910B PSYCH 9910C SPED 987M	EP 987T PSYCH 9910A PSYCH 9910B PSYCH 9910C SPED 987M	EP 987T PSYCH 9910B PSYCH 9910C SPED 987M	EP 987T PSYCH 9910A	PSYCH 9910A SPA 884	
tervention	EP 868 EP 985	EP 985 EP 987T	EP 985 EP 987T SPED 872	PSYCH 9910B	EP 987T PSYCH 9910B	EP 987T PSYCH 9910B	EP 987T PSYCH 9910B PSYCH 9910C	EP 987T PSYCH 9910B	EP 987T PSYCH 9910B PSYCH 9910C	EP 987T PSYCH 9910B PSYCH 9910C SPA 884	PSYCH 9910B

* This course addresses all family topics to some degree.

Corrected 9/8/90

UNIVERSITY OF NEBRASKA
Graduate Coursework Addressing Family Issues
RESTRICTED COURSES

	Cultural Diversity	Structure	Roles/ Membership	Functions	Interactions	Stresses	Needs	Supports/ Resources	Environments	Parenting Skills	Advocacy
Theory	HDF 882 HDF 971 HDF 992 PSYCH 984 SOWK 8016 SOWK 8026 SOWK 8036 SOWK 8120 SOWK 8210 SPA 983A SPED 987 B NU 830	HDF 882 HDF 971 HDF 992 PSYCH 984 SOWK 8250 NU 830	HDF 882 HDF 971 HDF 992 PSYCH 902 PSYCH 984 SOWK 8210 SOWK 8250 NU 830	HDF 971 HDF 992 PSYCH 984 SOWK 8200 SOWK 8210 SOWK 8250 NU 830	HDF 971 HDF 992 PSYCH 902 PSYCH 984 SOWK 8200 SOWK 8210 SOWK 8250 SOWK 8686 NU 830	HDF 882 HDF 971 PSYCH 984 SOWK 8120 SOWK 8186 SOWK 8686 NU 830	HDF 882 HDF 971 PSYCH 984 SOWK 8186 SOWK 8686 NU 830	HDF 882 PSYCH 984 SOWK 8120 SOWK 8186 SOWK 8250 SOWK 8686 NU 830	HDF 971 PSYCH 984 SOWK 8000 SOWK 8100 SOWK 8250 NU 830	HDF 882 PSYCH 902 PSYCH 984 SOWK 8186 SOWK 8250 SOWK 8686 NU 830	HDF 971 PSYCH 984 SOWK 8250 SOWK 8686 NU 830
Assessment	SOWK 8016 SOWK 8026 SOWK 8036 SOWK 8120 SOWK 8210 SPA 983 D SPED 987 B NU 832	PSYCH 984 SOWK 8250 NU 832	HDF 981 PSYCH 984 SOWK 8210 SOWK 8250 NU 832	PSYCH 984 SOWK 8200 SOWK 8210 SOWK 8250 NU 832	HDF 981 PSYCH 984 SOWK 8200 SOWK 8210 SOWK 8250 SOWK 8686 NU 832	HDF 981 PSYCH 984 SOWK 8120 SOWK 8186 SOWK 8686 NU 832	PSYCH 984 SOWK 8186 SOWK 8686 NU 832	HDF 981 PSYCH 984 SOWK 8120 SOWK 8186 SOWK 8250 SOWK 8686 NU 832	HDF 981 SOWK 8000 SOWK 8100 SOWK 8250 NU 832	HDF 981 PSYCH 984 SOWK 8186 SOWK 8250 NU 832	SOWK 8250 SOWK 8686 SPA 983 D NU 832
Intervention	HDF 972 HDF 991 HDF 992 SOWK 8016 SOWK 8026 SOWK 8036 SOWK 8120 SOWK 8210 SPA 983D NU 832	HDF 972 HDF 991 HDF 992 PSYCH 984 SOWK 8250 NU 832	HDF 972 HDF 991 HDF 992 PSYCH 984 SOWK 8210 SOWK 8250 NU 832	HDF 972 HDF 991 HDF 992 PSYCH 984 SOWK 8200 SOWK 8210 SOWK 8250 NU 832	HDF 972 HDF 992 PSYCH 984 SOWK 8200 SOWK 8210 SOWK 8250 SOWK 8686 NU 832	HDF 972 HDF 991 HDF 992 PSYCH 984 SOWK 8120 SOWK 8186 SOWK 8686 NU 832	HDF 972 HDF 991 HDF 992 PSYCH 984 SOWK 8186 NU 832	HDF 972 HDF 991 HDF 992 PSYCH 984 SOWK 8120 SOWK 8186 SOWK 8250 SOWK 8686 NU 832	SOWK 8000 SOWK 8100 SOWK 8250 NU 832	HDF 972 HDF 991 HDF 992 PSYCH 984 SOWK 8186 SOWK 8250 SOWK 8686 NU 832	SOWK 8250 SOWK 8686 SPA 983 D NU 832

BEST COPY AVAILABLE

UNIVERSITY OF NEBRASKA
Graduate Coursework Addressing Family Issues
CLOSED COURSES / NOT OPEN TO NON-MAJORS

	Cultural Diversity	Structure	Roles/ Membership	Functions	Interactions	Stresses	Needs	Supports/ Resources	Environments	Parenting Skills	Advocacy
Theory			SOWK 8280				SPA 982			EP957	EP 967
Assessment	EP 957	HDF 995A	SOWK 8280		HDF 995A SPED 897Q	HDF 995A	HDF 995A SPA 982 SPED 897Q			EP957 SPED 897Q	EP 957 SPED 897 Q
Intervention			SOWK 8280		SPED 897Q		SPED 897 Q			EP957 SPED 897Q	SPED 897 Q

UNIVERSITY OF NEBRASKA

Graduate Coursework Addressing Professional Teamwork

OPEN COURSES

	Laws, Rules, Regulations for Child Services (0-3)	Laws, Rules, Regulations for Family Services	Ethics	Collaboration	Consultation Skills	Case Management & Service Coordination	Staffing Procedures	Oral/Written Communication Skills	Individualized Family Service Plans
Intra Disciplinary	EP 864 HDF 950 PSYCH 9910 A PSYCH 9910 B	HDF 950 PSYCH 9910 A PSYCH 9910 B	EP 864 PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 861 SPED 981	EP 952 PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 981	EP 952 PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 981	EP 987 T PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C	EP 987 T PSYCH 9910 A SPED 981	EP 866 EP 987 T PSYCH 9910A SPED 981	PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 861 SPED 981
nter Disciplinary	EP 864 PSYCH 9910 A PSYCH 9910 B SPED 861 SPED 987M SPED 8236	PSYCH 9910 A PSYCH 9910 B SPED 861 SPED 987M SPED 8236	EP 864 PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 880 SPED 883 SPED 987M	EP 952 PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 883 SPED 976 SPED 981 SPED 987 M SPED 993 D SPED 8236	EP 952 PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 976 SPED 993 D SPED 8236	PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 880 SPED 976 SPED 8236	EP 987 T PSYCH 9910 A SPED 981	EP 866 EP 987 T PSYCH 9910 A PSYCH 9910 B SPED 981 SPED 987 M SPED 993 D SPED 8236	PSYCH 9910 A PSYCH 9910 B PSYCH 9910 C SPED 861 SPED 981 SPED 987 M SPED 8236
ıter Agency	EP864 PSYCH 9910A	PSYCH 9910 A	EP 864 SPED 880 SPED 987 M	EP 952 PSYCH 9910A SPED 976 SPED 987M	EP 952 SPED 976	PSYCH 9910 A SPED 880 SPED 976	EP 987 T SPED 981	EP 866 EP 987 T SPED 987 M	SPED 861 SPED 981

Corrected 9/8/90

UNIVERSITY OF NEBRASKA
Graduate Coursework Addressing Professional Teamwork
RESTRICTED COURSES

	Laws, Rules, Regulations for Child Services (0-3)	Laws, Rules, Regulations for Family Services	Ethics	Collaboration	Consultation Skills	Case Management & Service Coordination	Staffing Procedures	Oral/Written Communication Skills	Individualized Family Service Plans
ntra Disciplinary	HDF 877 SOWK 8186 SOWK 8686 SOWK 8806 SPA 983 D NU 830	SOWK 8806 NU 830	HDF 877 HDF 994 PSYCH 971 SOWK 8186 SOWK 8806 NU 830	HDF 877 PSYCH 971 PSYCH 984	PSYCH 971 PSYCH 984 SOWK 8636 NU 830	HDF 874 PSYCH 971 PSYCH 984 NU 830	HDF 874 HDF 877 PSYCH 971 PSYCH 984	HDF 877 PSYCH 971 PSYCH 984 SOWK 8806	PSYCH 971 PSYCH 984
ıter Disciplinary	HDF 890 SOWK 8686 SOWK 8806 SPA 983 D NU 830	SOWK 8806 SPED 987 B NU 830	SOWK 8120 SOWK 8806 SPED 987 B	HDF 890 SOWK 8186 SPA 983 D SPED 987 B NU 830 NU 832	HDF 890 SOWK 8120 SOWK 8200 SOWK 8250 SPA 983 D SPED 988 SOWK 8636 NU 832	SOWK 8120 SOWK 8186 SOWK 8200 SOWK 8250 SOWK 8686 SPED 987 B NU 832	HDF 890 SOWK 8686	SOWK 8186 SOWK 8806 SPA 983 D SPED 860 SPED 988	SOWK 8120 SOWK 8186 SOWK 8210 SOWK 8250
ter Agency	HDF 877 HDF 897 B SOWK 8806 SPA 983 D NU 830	SOWK 8806 SPED 987 B NU 830	HDF 877 SOWK 8120 SOWK 8806 SPED 987 B	HDF 877 HDF 897 B SOWK 8186 SPA 983 D SPED 987 B NU 830 NU 832	HDF 877 HDF 897 B SOWK 8120 SOWK 8250 SPA 983 D NU 832	HDF 874 SOWK 8120 SOWK 8186 SOWK 8250 SPED 987 B	HDF 877	HDF 877 HDF 897 B SOWK 8186 SOWK 8806 SPA 983 D	SOWK 8120 SOWK 8186 SOWK 8210 SOWK 8250

BEST COPY AVAILABLE

UNIVERSITY OF NEBRASKA

Graduate Coursework Addressing Professional Teamwork

CLOSED COURSES / NOT OPEN TO NON-MAJORS

	Laws, Rules, Regulations for Child Services (0-3)	Laws, Rules, Regulations for Family Services	Ethics	Collaboration	Consultation Skills	Case Management & Service Coordination	Staffing Procedures	Oral/Written Communication Skills	Individualized Family Service Plans
Intra Disciplinary	PT 416	PT 416	PT 415 PT 416	SOWK 8560 SPA 969	SOWK 8560	PT 416 SOWK 8560	PT 416 SOWK 8560	PT 416 SOWK 8560	PT 416
Inter Disciplinary	PT 416	EP 959 PT 416	PT 415 SPA 967	SOWK 8560 SPED 897 Q	SOWK 8560 SPED 897 Q	EP 957 EP 997 SOWK 8560 SPED 897 Q	EP 957 EP 997 PT 416 SOWK 8560 SPA 967 SPED 897 Q	EP 957 SOWK 8560 SPA 967 SPED 897 Q	SPA 967 SPED 897 Q
Inter Agency		EP 959	PT 415	SOWK 8560	SOWK 8560	EP 957 EP 997 SOWK 8560 SPED 897Q	EP 957 EP 997 SOWK 8560	EP 957 SOWK 8560	SPED 897 Q

APPENDIX E

Brief Course Descriptions for

Open, Restricted, and Pertinent-But-Not-Open Courses

Open Courses*

*No prerequisites or special permission required for graduate students in related fields of study. The content described here is not necessarily the focus of the entire course. The topics refer to the content in the course that is pertinent to infants, toddlers, families or team work, and which may be of interest to other disciplines. The instructor would be able to specify the depth and breadth of each topic.

corrected 9/8/90

Title/#: EP 850 Child Psychology
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: None
Content: Normal development of sensory perception, and social, emotional, cognitive, and play behaviors.

Title/#: EP 864 Roles and Functions -- School Psych
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: None
Content: Rules, regulations, ethics, and laws for child services addressing intradisciplinary, interdisciplinary and interagency services.

Title/#: EP 866 Counseling: Comparative Professional Survey
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: None
Content: Oral/written communication skills for intradisciplinary, interdisciplinary and interagency services.

Title/#: EP 868 Multicultural Counseling
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: None
Content: Theory of cultural diversity, and the family's stresses, needs, supports/ resources, and environments. Counseling practices with appreciation for cultural diversity.

Title/#: EP 952 System of Consultation in school psychology
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: None
Content: Collaboration and consultation skills for psychologists working in intradisciplinary, interdisciplinary and interagency services.

Title/#: EP 985 Marriage and Family
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: Counseling backround
Content: Theory, assessment and intervention practices addressing cultural diversity, and family structure, roles/membership and functions.

Title/#: EP 987T Child Psychotherapy
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: EP 850 and EP 866
Content: Assessment in social, emotional, and play behaviors of children. Intervention strategies which address social, emotional and cognitive behaviors. Theory of family roles/membership and interactions. Assessment and intervention of family structure, roles/membership, interactions, stresses, needs, supports/resources and environments. Intervention practices to address parenting skills. Discipline specific discussion of case management, service coordination, staffing procedures, and oral/written communication skills. Interdisciplinary and interagency focus regarding staffing procedures and oral/written communication skills.

Title/#: HDF 950 Family Law
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: None
Content: Laws, rules, and regulations for child and family services.

Title/#: HDF 980 The Family in a Cross-Cultural Perspective
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: None
Content: Theory of family structure, roles/membership, functions, interactions, stresses, and environments in diverse cultures.

Title/#: Psych 9910A Assessment of At-Risk Infants and Toddlers
Dept./Campus: PSYCHOLOGY/UNO
Credits: 3 credits
Pre-req.: A previous measurement course
Content: Normal development and assessment of neurology, physical health, sensory perception, motor/movement, vision, audition, speech-language/communication, and feeding/eating, social, emotional, cognitive, and play behaviors. Theoretical discussion of cultural diversity, family roles/membership, functions, interactions, needs, supports/resources, environments, parenting skills, and advocacy. Assessment of family stresses, needs, environments and parenting skills. Discussion of inter/intradisciplinary laws, rules and regulations for child and family services, ethics, collaboration, consultation skills, case management, service coordination, staffing procedures, oral/written communication skills and individualed family service plans. Interagency focus regarding law, rules and regulations for child and family services, collaboration, and case management and service coordination.

Title/#: Psych 9910B Intervention with At-Risk Infants and Toddlers
Dept./Campus: PSYCHOLOGY/UNO
Credits: 3 credits
Pre-req.: None
Content: Normal development of physical health, motor/movement, vision, nutrition and social, emotional, play, and feeding/eating behaviors. Intervention strategies for neurological behaviors, physical health, sensory perception, motor/movement, vision, speech-language/communication, feeding/eating and nutrition, and social, emotional, cognitive, and play behaviors. Theoretical discussion of culturally diverse family structures, roles/memberships, interactions, stresses, needs, supports/resources, environments, parenting skills and advocacy. Assessment of family interactions, stresses, needs, and supports/resources. Intervention principles related to family functions, interactions, stresses, needs, supports/resources, environments, parenting skills and advocacy. Discussion of inter/intradisciplinary laws, rules, and regulations for child and family services, ethics, collaboration, consultation skills, case management and service coordination, and individualized family service plans. Interdisciplinary discussion of oral/written communication skills.

Title/#: Psych 9910C Medically Complex Infants and Toddlers
Dept./Campus: PSYCHOLOGY/UNO
Credits: 2 credits
Pre-req.: None
Content: Abnormal development and assessment of neurology, physical health, sensory perception, motor/movement, vision, social behavior, feeding/eating and nutrition. Intervention strategies for physical health, motor/movement and social behavior. Assessment of family stresses, needs and supports/resources. Intervention strategies for family needs, environments and parenting skills. Intra/interdisciplinary discussion of ethics, collaboration, consultation skills, case management, service coordination, and individualized family service plans.

Title/#: SPA 884 Speech and Language of the Hearing Impaired
Dept./Campus: COMMUNICATION DISORDERS/UNL
Credits: 3 credits
Pre-req.: Language development course.
Content: Normal development of sensory perception, audition and speech-language/communication. Abnormal development in audition and speech-language/communication. Assessment and intervention strategies for audition, and parenting skills for children with hearing impairments.

Title/#: SPED 861 Preschool Handicapped Children
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: None
Content: Curriculum-linked assessment practices. Laws, rules, regulations and models for child and family interdisciplinary services. Ethics; theoretical discussion of culturally diverse families, family needs, resources and individualized family service plans.

Title/#: SPED 872 Psychology and Sociology of Deafness
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 2 credits
Pre-req.: None
Content: Normal and abnormal development, assessment and intervention strategies for the social, emotional, and cognitive behaviors of children with hearing impairments. Theory of deaf culture and the intervention practices related to family roles/membership.

Title/#: SPED 874 Language Arts for Hearing Impaired
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: None
Content: Normal, abnormal development, assessment and intervention strategies for the hearing impaired.

Title/#: SPED 880 Mental Retardation
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: None
Content: Interdisciplinary and interagency discussion of ethics, case management and service coordination for persons with mental retardation. Theoretical discussion of cognitive development and family needs/ resources.

Title/#: SPED 882 Methods and Materials for Severely Handicapped Children
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: None
Content: Abnormal development of motor/movement. Assessment and intervention strategies for sensory perception, motor/movement, vision, and feeding/ eating.

Title/#: SPED 883 Behavior Disorders
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: SPED 879
Content: Interdisciplinary discussion of ethics and collaboration for persons with behavior disorders.

Title/#: SPED 976 Seminar on Special Needs of Multi-Handicapped Hearing Impaired
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: None
Content: Interdisciplinary and interagency collaboration, consultation, case management and service coordination for children with multiple handicaps.

Title/#: SPED 981 Designing Programs for Exceptional Learners
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: SPED 980
Content: Interdisciplinary discussion of collaboration, consultation skills, staffing procedures, oral-written communication skills and family service plans. Discussion of professional ethics as related to interagency staffing and family service plans.

Title/#: SPED 987M Seminar: Family Intervention in ECSE
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: None
Content: Theory of cultural diversity and family structures, interactions, stresses, needs, supports/resources, and advocacy. Assessment of family interactions, stresses, needs, and supports/resources. Interdisciplinary discussion of laws, rules and regulations for child and family services, and individualized family service plans. Ethics, collaboration, consultation skills, oral/written communication skills for interdisciplinary and interagency services.

Title/#: SPED 993D Consultation Skills for Ancillary Personnel in Special Education.
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 2 credits
Pre-req.: None
Content: Collaboration, consultation models and skills, and oral/written communication skills for interdisciplinary services.

Title/#: SPED 8236 Language Development and Disorders for Teachers.
Dept./Campus: SPECIAL EDUCATION/UNO
Credits: 3 credits
Pre-req.: None
Content: Normal and abnormal development of speech-language/communication and social and cognitive behaviors. Laws, rules and regulations for child and family services. Consultation and collaboration skills, oral/written communication skills, case management and service coordination for interdisciplinary family service plans for children with speech-language disorders.

Title/#: SPED 8246 Language Development in Children
Dept./Campus: SPECIAL EDUCATION/UNO
Credits: 3 credits
Pre-req.: None
Content: Normal development in neurology, sensory perception, motor/movement, cognition, and play as related to normal development of audition, speech and language in children. Cultural diversity and its influence on language development.

Title/#: SPED 8716 Interaction between Professionals and Parents of Handicapped.
Dept./Campus: SPECIAL EDUCATION/UNO
Credits: 3 credits
Pre-req.: None
Content: This course addresses all of the issues related to families (Theory, assessment, and intervention).

Restricted Courses*

*These courses address topics pertinent to the study of infants, toddlers, families and/or professional teamwork. At the present time, however, enrollment in the course requires permission of instructor.
The content described here is not necessarily the focus of the entire course. The topics listed refer to the content in the course that is pertinent to infants, toddlers, families and/or professional teamwork which may be of interest to other disciplines. The instructor would be able to specify the depth and breadth of each topic.

corrected 9/8/90

Title/#: HDF 874 Assessment of the Young Child
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 12 hrs. HumDev and/or Social Sciences; permission of instructor
Content: Normal and abnormal development addressing physical health, sensory perception, and motor, social, emotional and cognitive behaviors. Assessment and intervention strategies addressing physical health, sensory perception, vision, and social, motor, emotional, and cognitive behaviors. Discipline specific discussion of case management, service coordination and staffing procedures. Interagency practices in case management and service coordination.

Title/#: HDF 877 Administration of Early Childhood Programs
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 12 hrs. HumDev or Social Sciences; permission of instructor
Content: Laws, rules, and regulations for child services, ethics, collaboration, staffing procedures, and oral/written communication skills from an intradisciplinary and interagency perspective. Consultation skills for interagency services.

Title/#: HDF 882 Parent Education
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 12 hrs. HumDev and/or Social Sciences; permission of instructor
Content: Theory of family structure regarding roles/membership, stresses, needs, supports/resources, and parenting skills with consideration of cultural diversity.

Title/#: HDF 885U Contemporary Issues in Human Development and the Family: Child Behavior Management
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 1-3 credits
Pre-req.: 12 hrs. HumDev and/or Social Sciences; permission of instructor
Content: Assessment practices regarding physical health, sensory perception and social, emotional and cognitive behaviors.

Title/#: HDF 886 Divorce and Step-Parenting.
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 12 hrs. HumDev and/or Social Sciences; permission of instructor
Content: Assessment in physical health, sensory perception and social, emotional and cognitive behaviors.

Title/#: HDF 890 Workshop Seminar in Early Childhood
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 1-3 credits
Pre-req.: Permission of instructor
Content: Laws, rules, and regulations for child services, collaboration, consultation skills, and staffing procedures from an interdisciplinary perspective could be discussed as a special topics. Topics vary from ter to term

Title/#: HDF 897B Practicum in Human Development and the Family
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 1-3 credits
Pre-req.: 12 hrs. HumDev; permission of instructor
Content: Fieldwork in area of emphasis. Discussion of laws, rules, and regulations for child services, collaboration, consultation skills, and oral/written communication skills from an interagency perspective.

Title/#: HDF 971 Readings in Child Development
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 2-3 credits
Pre-req.. Permission of instructor
Content: Independent study of the literature pertaining to the young child and his/her family.

Title/#: HDF 972 Seminar in Child Development
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 18 hrs. Psychology, Ed. Psychology, Sociology, or Child Development; permission of instructor
Content: Theoretical discussion of normal development, assessment and/or intervention practices with young children and their families.

Title/#: HDF 981 Readings in Family Life
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 18 hrs. HumDev, Psychology, Ed. Psychology, Sociology; permission of instructor
Content: Independent study of the literature pertaining to the assessment of family roles/membership, interactions, stresses, supports/ resources, environments and parenting skills.

Title/#: HDF 991 Theoretical Foundations of Marriage and Family Therapy
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 12 hrs. HumDev and/or Social Sciences; permission of instructor
Content: Theoretical discussion of practices in family structure, roles/ membership, functions, stresses, needs, supports/resources, and parenting skills with consideration of cultural diversity.

Title/#: HDF 992 Dysfunctional Families
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 12 hrs. HumDev and /or Social Sciences; permission of instructor
Content: Theory of family structure, roles/membership, functions, and interactions with consideration of cultural diversity. Intervention practices addressing family structure, roles/membership, functions, interactions, stresses, needs, supports/resources, and parenting skills with consideration of cultural diversity

Title/#: HDF 994 Issues and Ethics for Family Professionals
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req.: 12 hrs. HumDev and/or Social Sciences; permission of instructor
Content: Discussion of ethics in family services.

Title/#: NU 830 Parent-Child Nursing - Community and Family
Dept./Campus: NURSING/UNMC
Credits: 3 credits
Pre-req.: None
Content: Theory of family structure, roles/membership, functions, interactions, stresses, needs, supports/resources, and environments across diverse cultures. Theoretical discussion of parenting skills and advocacy. Laws, rules, and regulations for child and family services from an intra/ interdisciplinary and interagency perspective. Discipline specific discussion of ethics, consultation skills, case management and service coordination. Interdisciplinary and interagency collaboration.

Title/#: NU 832 Parent-Child Nursing - Family and Individuals
Dept./Campus: NURSING/UNMC
Credits: 3 credits
Pre-req.: NU 830
Content: Normal development and assessment of child's physical health. Assessment practices in neurology. Intervention strategies for neurology, and physical health, sensory perception, motor/movement, vision, audition, speech-language/communication, social, emotional, cognition, play, feeding/eating, and nutrition. Assessment and intervention practices in culturally diverse family structure, as well as family roles/membership, functions, interactions, stresses, needs, supports/resources, and environments. Assessment and intervention practices for parenting skills and advocacy. Interdisciplinary discussion of collaboration, consultation skills, case management, and service coordination. Collaboration and consultation skills for interagency services.

Title/#: NU 834 Parent-Child Nursing - Child
Dept./Campus: NURSING/UNMC
Credits: 4-8 credits
Pre-req.: NU 830 and NU 832
Content. Normal, abnormal development and intervention strategies in neurology, and physical health, sensory perception, motor/movement, vision, audition, speech-language/communication, play, feeding/eating, nutrition and social, emotional, and cognitive behaviors. Emphasis on assessment of neurology and physical health problems in children.

Title/#: PEDS 896 Research in Pediatrics
Dept./Campus: PEDIATRIC/UNMC
Credits: credits arranged
Pre-req: Permission of instructor
Content: Open topics to be arranged; systematic study of any of the topics relative to young children and the patient population of either UNMC's Neonatal Intensive Care Unit (NICU) or the Pediatric Intensive Care Unit (PICU).

Title/#: PEDS 913 Advanced General Pediatrics
Dept./Campus: PEDIATRIC/UNMC
Credits: 3-11 credits
Pre-req: Permission of instructor
Content: Normal and abnormal development, assessment and intervention practices related to neurology, physical health and nutrition in young children.

Title/#: PSYCH 902 Developmental Pro-Seminar
Dept./Campus: PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req: Permission of instructor
Content: Theoretical discussion and study of normal development in speech-language/communication, and social, emotional, cognitive and play behaviors. Theory of family roles/membership, parent-child interactions and parenting skills.

Title/#: PSYCH 920 Behavior Therapy
Dept./Campus: PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req: Permission of instructor
Content: Intervention strategies for social, emotional and cognitive behaviors.

Title/#: PSYCH 971 Readings in Child Psychopathology and Therapy.
Dept./Campus: PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: Permission of instructor
Content: Independent study of the literature related to abnormal development and intervention strategies for social, emotional, and cognitive behaviors. Discipline specific study of ethics, collaboration, consultation skills, case management, service coordination, staffing procedures, oral/written communication skills, and individualized family service plans.

Title/#: PSYCH 984 Family Therapy
Dept./Campus: PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req.: Permission of instructor
Content: Intervention strategies for social, emotional and cognitive behaviors in children. Theory of family, structure, roles/membership, functions, interactions, stresses, needs, supports/resources, environments, parenting skills, and advocacy with consideration of cultural diversity. Assessment and intervention practices addressing family structure, roles/membership, functions, interactions, stresses, needs, supports/resources,and parenting skills. Discipline specific discussion of collaboration, consultation skills, case management, service coordination, staffing procedures, oral/written communication skills, and individualized family service plans.

Title/#: SOWK 8000 Human Behavior and the Social Environment.
Dept./Campus: SOCIAL WORK/UNO
Credits: 4 credits
Pre-req.: Permission of the School of Social Work.
Content: Theory, assessment, and intervention concerning family environments.

Title/#: SOWK 8016 Social Work with American Indians.
Dept./Campus: SOCIAL WORK/UNO
Credits: 2 credits
Pre-req.: SOWK 8100; BSW; permission of instructor/school
Content: Theory, assessment, and intervention issues concerning families of Native American descent, and/or communities.

Title/#: SOWK 8026 Social work with Black Youth
Dept./Campus: SOCIAL WORK/UNO
Credits: 2 credits
Pre-req: SOWK 8000 and SOWK 8100; permission of instructor/school
Content: Theory, assessment, and intervention issues concerning families and youth from Black communities.

Title/#: SOWK 8036 Social work with Hispanics
Dept./Campus: SOCIAL WORK/UNO
Credits: 2 credits
Pre-req.: SOWK 8000 and SOWK 8050 (Social Welfare Policy, Services and Analyse) BSW, permission of instructor/school.
Content: Theory, assessment, and intervention concerning families from Hispanic communities.

Title/#: SOWK 8100 Social Work Practice I
Dept./Campus: SOCIAL WORK/UNO
Credits: 2 credits
Pre-req.: SOWK 8000, permission of instructor
Content: Theory, assessment and intervention concerning family environments.

Title/#: SOWK 8120 Social Work Practice II
Dept./Campus: SOCIAL WORK/UNO
Credits: 2 credits
Pre-req: SOWK 8000 and SOWK 8100; permission of instructor
Content: Theory, assessment, and intervention in concerning stresses and support/resources with consideration of cultural diversity. Ethics, consultation skills, case management, service coordination, and individualized family service plans for interdisciplinary and interagency services.

Title/#: SOWK 8186 Permanence for Children
Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req.: SOWK 8100; permission of instructor/school
Content: Theory, assessment, and intervention practices addressing family stresses, needs, supports/resources and parenting skills. Discipline specific discussion of ethics, laws, rules, and regulations for child services. Collaboration, case management, service coordination, oral/written communication skills and individualized family service plans for interdisciplinary and interagency services for children.

Title/#: SOWK 8200 Micro Intervention I
Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req.: SOWK 8170 (Generic Social Work Practicum II); Permission of instructor/school
Content: Theory, assessment and intervention in family functions and interactions. Consultation skills and case management for interdisciplinary services.

Title/#: SOWK 8210 Micro Intervention II
Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req.: SOWK 8200; permission of instructor/school
Content: Theory, assessment and intervention in family roles/membership, functions, interactions, and individualized family service plans for interdisciplinary and interagency services with regard to cultural diversity.

Title/#: SOWK 8250 Family Analysis & Treatment
Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req.: SOWK 8200; permission of instructor/school
Content: Theory, assessment and intervention in family structure, roles/membership, functions, interactions, supports/resources, environments, parenting skills and advocacy. Consultation skills, case management, service coordination, and individualized family service plans for interdisciplinary and interagency services.

Title/#: SOWK 8636 Social Work in Health Care Programs
Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req.:SOWK 8100 or BSW; permission of instructor
Content: Consultation skills for intra/interdisciplinary services.

Title/#: SOWK 8686 Social Work with Developmentally Delayed Children.

Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req.: SOWK 8000; permission of instructor/school
Content: Normal and abnormal development in physical health, motor/movement, speech language/communication, and social, emotional, cognitive and play behaviors in children. Discussion of assessment and intervention practices pertaining to physical health, motor/movement, speech language/communication, and social, emotional, cognitive and play behaviors. Theory, assessment and intervention practices for family interactions, stresses, needs, supports/resources and advocacy. Theory and intervention practices addressing parenting skills. Discipline specific discussion of laws, rules and regulations for child services, as well as, laws, rules and regulations for child services, case management, service coordination, and staffing procedures for interdisciplinary services.

Title/#: SOWK 8806 Social Work, Psychology, and the Law

Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req.: SOWK 8050 (Social Welfare Policy, Services and Analyse); permission of instructor/school.
Content: Laws, rules and regulations for child and family services, ethics and oral/written communication skills regarding intra/interdisciplinary and interagency services.

Title/#: SPA 975 Pediatric Audiology

Dept./Campus: COMMUNICATION DISORDERS/UNL
Credits: 3 credits
Pre-req.: Language Development course; permission of instructor.
Content: Normal and abnormal development in sensory perception and audition. Assessment practices in audition of children.

Title/#: SPA 983A Seminar in Language Pathology: Child language and Hearing Disorders

Dept./Campus: COMMUNICATION DISORDERS/UNL
Credits: 3 credits
Pre-req.: Permission of instructor
Content: Normal development in sensory perception, audition, speech-language/communication, and social, emotional and cognitive behaviors related to communication. Abnormal development of speech-language/communication. Theoretical discussion of cultural diversity and its influence on communication in children.

Title/#: SPA 983D Seminar in Language Pathology: Evaluation and Habilitation

Dept./Campus: COMMUNICATION DISORDERS/UNL
Credits: 3 credits
Pre-req.: Permission of instructor
Content: Abnormal development in sensory perception, motor/movement, speech-language/communication, and social, and cognitive behaviors. Assessment and intervention practices for sensory perception, motor/movement, emotion and cognition related to speech-language communication. Assessment and intervention practices related to cultural diversity and child advocacy. Laws, rules, and regulations for child services. Collaboration, consultation skills and oral/written communication skills necessary for interdisciplinary and interagency services for children with communication disorders.

Title/#: SPED 860 Handicapped Infants

Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: SPED 861; permission of instructor
Content: Normal and abnormal development in prenatal neurology, motor/movement, speech-language/communication, feeding/eating, and social, cognitive and play behaviors. Assessment and intervention practices for motor/movement, speech-language/communication, and social, emotional, cognitive, and play behaviors. Assessment and intervention using curriculum-based assessment for infants/toddlers. Oral/written communication skills for interdisciplinary assessment and intervention.

Title/#: SPED 862 Teaching Preschool Handicapped Children
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: SPED 861; permission of instructor
Content: Intervention practices for 2-5 year old children in center-based group programs.

Title/#: SPED 987B Seminar in Behavior Disorders
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: Permission of instructor
Content: Theory and assessment in cultural diversity of families. Laws, rules and regulations for family services, ethics, collaboration, case management and service coordination for interdisciplinary and interagency services for children with behavior disorders.

Title/#: SPED 987P Seminar in Autism
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: Permission of instructor
Content: Abnormal development, assessment, and intervention strategies related to speech-language/social communication behaviors evidenced in children with autism.

Title/#: SPED 988 School Resource Personnel as Consultants
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits
Pre-req.: SPED 879 or permission of instuctor
Content: Consultation and oral/written communication skills for interdisciplinary services in the schools.

Pertinent Courses
but
Not Open to Non-Majors*

*Advanced courses that have many prerequisites and/or are not generally appropriate for students outside the major

Title/#: EP 957 Practicum -- School Psychology
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 3 credits
Pre-req: EP 950, EP 951, EP 956 and EP 959, Ed Psych majors
Content: Theory in parenting skills and child advocacy. Assessment practices related to cultural diversity, parenting skills and advocacy. Assessment of social, emotional and cognitive behaviors. Intervention practices for parenting skills. Case management, service coordination, staffing procedures and oral/written communciation skills for interdisciplinary and interagency services.

Title/#: EP 959 Internship in Prof. Psychology
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: 9 credits
Pre-req: Completed course work for ED.S. or PhD. in Ed. Psych.
Content: Interdisciplinary and interagency discussion of law, rules and regulations for family services.

Title/#: EP 997 Practicum
Dept./Campus: EDUCATIONAL PSYCHOLOGY/UNL
Credits: variable
Pre-req: EP 950, EP 951, EP 952, and EP 987T; Ed Psych majors.
Content: Interdisciplinary and interagency case management, service coordination and staffing procedures.

Title/#: HDF 995A Clinical Family Therapy I
Dept./Campus: HUMAN DEVELOPMENT AND THE FAMILY/UNL
Credits: 3 credits
Pre-req: 12 hrs. HumDev and/or Social Sciences, HDF graduate major, HDF 991, HDF 992, and permission of the instructor.
Content: Assessment practices related to family structure, interactions, stresses,and needs.

Title/#: PT 415 Therapeutic Exercise II
Dept./Campus: PHYSICAL THERAPY/UNMC
Credits: 5 credits
Pre-req: Physical Therapy major
Content: Normal development in neurology, motor/movement and speech language/communication. Discussion of ethics.

BEST COPY AVAILABLE

Title/#: PT 416 Therapeutic Exercise III
Dept./Campus: PHYSICAL THERAPY/UNMC
Credits: 5 credits
Pre-req: Physical Therapy major
Content: Normal and abnormal development in neurology, motor/movement, cognition, and feeding/eating. Assessment practices for neurology and motor/movement. Intervention strategies related to neurology, motor/movement and cognition. Laws, rules, and regulations for child and family services in intra/interdisciplinary settings. Ethics, case management, service coordination, staffing procedures, oral/written communication skills, and individualized family service plans in an intradisciplinary perspective.

Title/#: SOWK 8280 Marriage, Divorce, and Remarriage Adjustment
Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req: SOWK 8200; Social Work majors
Content: Theory, assessment and intervention in family roles/membership

Title/#: SOWK 8560 Supervision in Social Work
Dept./Campus: SOCIAL WORK/UNO
Credits: 3 credits
Pre-req: SOWK 8170, Social Work majors
Content: Intradisciplinary, interdisciplinary and interagency in collaboration, consultation skills, case management, service coordination, staffing procedures and oral/written communication skills

Title/#: SPA 889A Developmental Psycholinguistics
Dept./Campus: COMMUNICATION DISORDERS/UNL
Credits: 3 credits
Pre-req: Language development course; SPA majors 251
Content: Normal development in speech-language/communication, and social behaviors. Abnormal development and assessment of speech-language/communication. Intervention strategies for social communication behaviors.

BEST COPY AVAILABLE

Title/#: SPA 967 Cleft Palate
Dept./Campus: COMMUNICATION DISORDERS/UNL
Credits: 3 credits
Pre-req: SPA 464 Phonological Disorders, SPA major
Content: Abnormal development and intervention strategies in speech-language/communication. Ethics, staffing procedures, oral/written communication skills and individualized family service plans, for interdisciplinary services for children with oral-facial anomalies.

Title/#: SPA 969 Stuttering: Clinical Management
Dept./Campus: COMMUNICATION DISORDERS/UNL
Credits: 3 credits
Pre-req: SPA 476 stuttering, SPA major
Content: Abnormal development in emotion and cognition relative to communication behaviors. Intervention strategies for sensory perception and dysfluent communication. Intradisciplinary collaboration practices.

Title/#: SPA 982 Sensory Technology & Rehabilitation for Hearing Impaired
Dept./Campus: COMMUNICATION DISORDERS/UNL
Credits: 3 credits
Pre-req: SPA 271 and SPA 963
Content: Theory and assessment of family needs relative to their child with a hearing impairment. Intervention strategies for audition/hearing impairments.

Title/#: SPED 897Q Practicum: ECSE 0-3 and ECSE 3-5
Dept./Campus: SPECIAL EDUCATION/UNL
Credits: 3 credits for each practicum
Pre-req: SPED 860, SPED 861, SPED 862, SPED 882 and SPED 987M, ECSE Majors
Content: Assessment and intervention of family interactions, needs, parenting skills and advocacy. Assessment and intervention of sensory perception, motor/movement, feeding/eating, speech-language/communication, and social, emotional, cognitive and play behaviors. Interdisciplinary collaboration, consultation, case management, service coordination, staffing procedures, oral/written communication skills and individualized family service plans. Interagency in case management, service coordination, and individualized family service plans.

BEST COPY AVAILABLE

APPENDIX F

Report of Discipline Strengths and Needs
by National Representatives

Each discipline was asked to identify two or three key concepts or skills they could offer other disciplines and that they believed practitioners in other disciplines should know. They were then asked to identify two or three major needs they had from other disciplines. The results of that activity are listed on the following pages.

Carolina Institute for Research on Infant Personnel Preparation, First Year Report, (1988).

Can offer other disciplines	Need from other disciplines
AUDIOLOGY	
1. Knowledge, skills on identification and assessment of hearing function in infants	1. Knowledge of overall infant developmental disorders
2. Selection and fitting of appropriate sensory prosthetic devices	2. Family systems theory
3. Information on relationship between auditory functioning and communicative development through multiple modalities	
EARLY CHILDHOOD SPECIAL EDUCATION	
1. Ability to integrate goals from multiple domains: activity based intervention	1. Knowledge of specialized intervention related to specific disciplines
2. Systems approach linking assessment, intervention & evaluation of child & family. Specific attitudes re: disabilities	2. Detailed information on early development processes within a specific discipline
	3. Interagency collaboration
MEDICINE	
1. Sharing medical info: conditions, treatment, recognition of abnormal development, referrals to physcians, medical vocabulary	1. Family functioning/assessment of strengths and needs
2. Technical skills re: fragile skills	2. Working knowledge of functional skills of other disciplines
3. A healthy skepticism	3. Vocabulary of other disciplines
NURSING	
1. Knowledge re: family/child responses to health or developmental problems and treatment	1. Knowledge of findings from specific disciplines (PT, OT, Sp. Ed., etc)
2. Assessing physical and emotional environment of child	2. Exploration of legal and ethical issues
3. Coordination of care/services	

NUTRITION

1. Provide nutrition concepts, understanding skills that are keyed to tne needs of various disciplines
   a) research findings
   b) concepts essential for care of infants
   c) screening and case-findings

1. Unique contributions of each disciplinein understanding child & family
2. Referral criteria
3. Priorities and methods of integrating into a total intervention plan

---

OCCUPATIONAL THERAPY

1. Knowledge of scope of OT services: when to refer and seek consultation
2. Awareness of im[act of sensory processing on adaptative functioning
3. Availability and use of adaptive devices and methods to adapt environments

1. Knowledge/awareness of scope of other early intervention disciplines
2. Knowledge of family systems/dynamics (e.g. interviewing skills)
3. Service coordination and case management

PHYSICAL THERAPY

1. Criteria for discriminating normal versus abnormal movement
2. Knowledge of positioning and handling of infants

1. Understanding family systems theory
2. Effective means of communicating other disciplines

PSYCHOLOGY

1. Use of empirical approach to practice
2. Grounding in developmental theory
3. Appreciation for ecological framework

1. Knowledge of impact of specific conditions on developmental needs (e.g., medical, motor, nutritional)
2. Knowledge to develop more effective collaboration with other disciplines

---

SOCIAL WORK

1. Understanding of impact on families of handicapped children
2. Knowledge of engaging/working with families from a family systems perspective
3. Knowledge about impacts of multi-cultural diversity and SES factors on family functioning

1. Knowledge of medical conditions and treatments
2. Knowledge of impact of specific conditions on developmental needs
3. Knowledge of specific criteria for referral and to develop more effective collaboration with other disciplines

---

SPEECH-LANGUAGE PATHOLOGY

1. Detailed knowledge of early communication
2. Knowledge of relationship between communication and other developmental domains
3. Knowledge of family interactions supporting communication of infants

1. Strategies for promoting optimal child performance (e.g. positioning, orthopedic aids, feeding techniques)
2. Working effectively with families and other community agencies
3. knowledge to develop more effective collaboration with other disciplines including referral, jargon

APPENDIX G

Luncheon Meeting
August 30, 1990

Letter of Invitation

Agenda

Minutes

Follow-up letter to Participants

University of Nebraska Lincoln
Department of Special Education and Communication Disorders

Special Education
202 Barkley Memorial Center
Lincoln, NE 68583-0732
Phone (402) 472-3955

July 30, 1990

John Berman
Mary Kenning
Psychology
209 Burnett Hall, UNL
Lincoln, Nebraska 68588-0308

Dear Colleagues,

As the summer draws to an end, I find myself completing projects started back in the cold winter months. The survey of graduate coursework in the University of Nebraska System which addresses content relative to the preparation of professionals working with handicapped or at-risk infants and their families is one such project. Thanks to the input from faculty in your department, the survey has provided some interesting information regarding the availability of graduate coursework in the areas of infants, families, and professional teamwork/collaboration. As was promised when you agreed to participate in the study, I have enclosed a summary report of the findings, along with related charts and course listings. It is my hope that you will find the materials of some use in planning graduate programs of study and/or departmental curricular activities. Thank you for your cooperation and contributions to this body of information.

A number of participants have indicated an interest in meeting to discuss the findings and brainstorm possible interdepartmental training activities. I have arranged for the group of interested faculty to gather and share their ideas on August 30 from 11:30-1:30 p.m. on the UNO campus (Milo Bail Student Center, 3rd floor, Gallery Room; map enclosed). This luncheon meeting will allow participants to meet, clarify data, discuss the training needs of your particular discipline relative to infant/family services, and engage in some brainstorming regarding interdepartmental training opportunities. I hope someone from your department will be able to attend and share in the discussion. In order to finalize the lunch order, I would appreciate knowing how many of your faculty will be planning to attend. Please R.S.V.P. by phone or mail on or before August 27, 1990. An addressed postcard has been enclosed for your use. Travel to the meeting will be reimbursed at the rate of $.21/mile.

In the event that no one from your faculty can attend the August 30th meeting but you would like to comment on the findings presented here, please feel free to send me your comments by August 30. After the luncheon meeting, I will be finalizing my report on this study for the Nebraska Department of Education and the Nebraska Interagency Coordinating Council. That final report is due September 21, 1990.

University of Nebraska–Lincoln University of Nebraska at Omaha University of Nebraska Medical Center

Thank you again for your cooperation with this project. Your support and interest indicated a dedication to quality service and professional training at the University of Nebraska. It is my hope that the results of this study will allow a number of faculty to coordinate their efforts, and provide the state of Nebraska with human service personnel who are knowledgeable of and sensitive to the needs of families with young handicapped and at-risk children in this state. Thank you, and best wishes to you as you begin the new academic year.

Sincerely,

Christine A. Marvin, Ph.D.
Project Director
Assistant Professor
Early Childhood Special Education

UNIVERSITY OF NEBRASKA
GRADUATE TRAINING IN INFANT & FAMILY SERVICES

AGENDA

AUGUST 30, 1990
11:30 A.M.
Gallery Room, Student Center, UNO

I. Introductions

II. Business
    mileage reimbursement forms
    articles and publications

III. Clarification of data presented in "Report to Participants"

IV. One last survey question....
    Discipline Strengths and Needs in Training

V. Future Activity re: Interdisciplinary Training in Infant-Family Specializations
    Seminar
    Guest lecturing
    Course development
    Grants

VI. Recommendations for Final Report
    Kearney State as UN-K
    Creighton University

VII. Fall Consortium for Special Education Conference in Lincoln, October 25-26

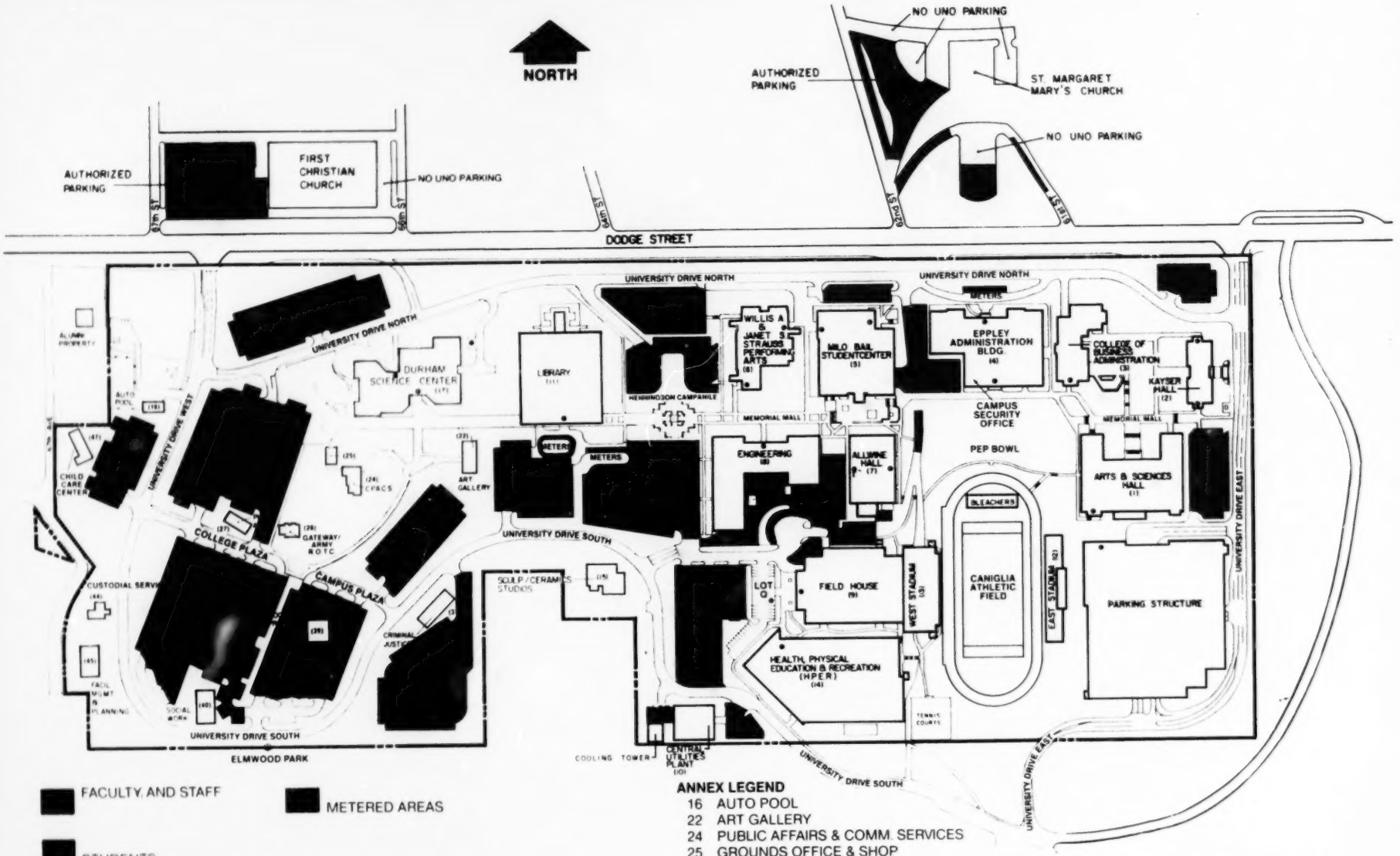
Department_____ Campus_____

___ The following faculty from our department plan to attend the August 30th luncheon at UNO.

-
-
-

___ Sorry. No one from our faculty can attend the luncheon on August 30th, but we do plan to mail you our comments.

BEST COPY AVAILABLE



FACULTY AND STAFF

METERED AREAS

STUDENTS

TWO WHEEL VEHICLES

DUAL PURPOSE (READ SIGNS FOR TIME)

- MAIN HANDICAP ENTRANCES
- HANDICAP PARKING STALLS

ANNEX LEGEND

16 AUTO POOL
22 ART GALLERY
24 PUBLIC AFFAIRS & COMM. SERVICES
25 GROUNDS OFFICE & SHOP
26 GATEWAY/ARMY R.O.T.C.
27 DEPT. PUBLIC ADMINISTRATION
31 ENGINEERING LAB
37 CRIMINAL JUSTICE
39 GOODRICH PROGRAM
40 SOCIAL WORK
44 CUSTODIAL SERVICES
45 FACILITIES MANAGEMENT & PLANNING
47 CHILD CARE CENTER

University of Nebraska at Omaha

REVISED 1989

BEST COPY AVAILABLE

8/30/90 UNO MEETING NOTES

ATTENDANCE

Susan Graul	Patricia Leuschen
Marcia Coor	Barb Jackson
Kathy Coufal	Geri Wood
Wayne Stuberg	Joseph Lovoie

NOTES

G. Wood commented on the course outlines, felt that nursing 830, 832, 834 should move from "open courses" to restricted.

M. Coor stated HDF 890 is a course which addresses special topics and HDF 897B is fieldwork where students are placed in community agencies.

C. Marven welcomed all participants to submit corrections before the final report is completed

Participants generally agreed that seminars incorporating guest lecturers from a variety of disciplines are of interest

G. Wood stated that extra electives are needed for advanced nursing practicums, she suggested a collaborative seminar with other students, she also felt that more attention should be focused on the critically ill child transitioning from hospital to home as well as strategies for dealing with parents, family, etc.

C. Coufal suggested the need for an advanced seminar with less emphasis on education than the currently offered Language Dev./Disorders Seminar for Teachers; she said many dental students enroll and have expressed great interest, but the educational focus is not appropriate.

C. Marvin questioned the nature and availability of graduate seminars:

G. Wood welcomed other disciplines into seminars and expressed interest in a variety of guest lecturers; i.e., parents, nursing staff, NICU staff

M. Coor stated HDF 970 is offered during fall semester every other year

C. Marvin stated SpEd seminar ~~897M~~ 957L is open and also suggested compiling a "pool" of seminars

C. Marvin asked if available materials are packaged in such a way that all participants can make contacts:

C. Coufal requested a listing of phone numbers

W. Stuberg stated that the Physical Therapy training program offers a M.S. which includes elective coursework, and suggested a multidisciplinary seminar dealing with case management issues such as; rules, regulations etc. for those individuals wanting to specialize in pediatrics. Stuberg discussed difficulties that some medical professions experience when trying to interact in an educational setting.

P. Leuschen suggested SpEd training programs incorporate exposure to ICU units and stated that there are available courses that could be discussed and arranged (through Leuschen and the hospital)

C. Marvin & W. Stuberg discussed the possibility of coordinating OT/PT and SpPath/SpEd to facilitate interaction between the medical and educational communities. They felt the MISA program could be useful. G. Wood expressed interest in an advanced practicum as well.

C. Marvin suggested a collaboration between campuses with a distribution of flyers containing available "open" courses; she also suggested that each campus maintain individual registration

C. Marvin announced that state monies are available for grant writing as well as for piloting a new project. Also, the state dept. is looking for an interdisciplinary major and Jan Thielen should be contacted if interested.

C. Marvin also proposed another informal meeting in the Spring

W. Stuberg suggested utilization of a satellite network to offer seminars, and C. Marvin supported this idea by suggesting a 12 part multidisciplinary seminar dealing with infant/family-related issues (via satellite).

UNIVERSITY OF NEBRASKA
INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES

CORRECTIONS
FOR MATRICES AND LISTING OF COURSES
9/1/90

Move Nursing courses,
NU 830, 832 & 834 from "OPEN" course list/matrix to "RESTRICTED"

Amend **NU 834** course description to have last sentence read as follows:
"Emphasis on assessment of neurology and physical health problems in children."

Amend **HDF 890** course description (RESTRICTED, pg 2) by deleting the period and adding the following to the end.
"could be discussed as a special topic. Topics of the course vary from term to term."

Amend **HDF 897B** course description (RESTRICTED, pg 2) by adding the following to front of the description:
"Fieldwork in the area of student emphasis. Discussion of....."

GRADUATE SEMINARS

The following faculty have expressed an interest in collaborating with other faculty in an effort to coordinate existing graduate seminars and bring students from respective disciplines together for discussion of shared topics of interest for a period of 3-4 weeks each term.

Geri Wood (Nursing)
Wayne Stuberg (PT/OT)
Chris Marvin (SpEd)
Marcia Coor (HDF)

GRADUATE FACULTY NETWORK
IN INFANT-FAMILY SERVICES

Faculty are encouraged to seek one another out for guest lecturing, grant-writing or seminar or practica collaboration in the area of infant-family services. The list of participants in this study will be invited to gather for an informal luncheon in the spring, 1991. No specific action will be taken at this time to explore the development of an interdisciplinaryin Infant-Family Specialization at Univeristy of Nebraska. Faculty will attempt to coordinate more interdisciplinary training on an informal basis with existing coursework and faculty.

Sample

University of Nebraska Lincoln
Department of Special Education and Communication Disorders

Special Education
202 Barkley Memorial Center
Lincoln, NE 68583-0732
Phone (402) 472-3955

September 10, 1990

Judy Driskell
Chair, Human Nutrition &
Food Service Management
316B Ruth Leverton Hall, UNL
Lincoln, Nebraska 68583-0806

Dear Dr. Driskell:

This letter is a follow-up to the letter I sent you in early August regarding the graduate coursework in Infant and Family services at the University of Nebraska (NU). A group of interested faculty met on August 30 to discuss the findings of the survey and the possibility of interdisciplinary training in these areas in the future at NU. Some minor errors in the data were identified and some requests were made for future networking of interested faculty.

The corrections noted on the matrices and listing of courses are described on the enclosed page. In addition, a request was made for a listing of faculty phone numbers; a revised listing of participants, with phone numbers added, is enclosed for your future reference.

Faculty present at the luncheon agreed that existing coursework across the NU System appeared adequate for training professionals from various disciplines to work with at-risk or handicapped infants and their families. Faculty were eager to utilize the existing expertise of NU faculty and current course offerings. Faculty were encouraged by the listing of possible courses which could be used as electives or areas of minor study for graduate students. In addition, faculty attending the luncheon expressed an interest in coordinating existing graduate seminars so as to bring students from various disciplines together for 3-4 weeks of shared discussion. This could contribute to the goal of interdisciplinary training without having to establish unique, independent interdisciplinary seminars. Faculty interested in having their seminar students come together with students from other disciplines are listed on the enclosed page.

Finally, one aspect of the recent survey of graduate training at NU which was not adequately addressed had to do with departments' strengths and needs in reference to professional training for infant-family services. Please review the enclosed material which outlines statements of strengths and needs collected from national representatives of various disciplines in a recent

study conducted by the Carolina Institute for Research on Infant Personnel Preparation*. I would appreciate knowing what your department views as its strength and needs relative to professional training in the area of infants and/or families, and interdisciplinary teamwork. **Please complete the enclosed worksheet and return it to me in the envelope provided by September 20, 1990.** Thank you.

Once again I want to thank you for your cooperation in completing this study. The information should prove useful for guiding interested students to courses and faculty across the NU System which complement their interest in at-risk or handicapped infants and/or their families.

Sincerely,

Christine A. Marvin, Ph.D.
Assistant Professor
Project Coordinator

*See related article enclosed

Enc.

UNIVERSITY OF NEBRASKA
INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES

CORRECTIONS
FOR MATRICES AND LISTING OF COURSES
9/1/90

Move Nursing courses,
NU 830, 832 & 834 from "OPEN" course list/matrix to "RESTRICTED"

Amend **NU 834** course description to have last sentence read as follows:
"Emphasis on assessment of neurology and physical health problems in children."

Amend **HDF 890** course description (RESTRICTED, pg 2) by deleting the period and adding the following to the end.
"could be discussed as a special topic. Topics of the course vary from term to term."

Amend **HDF 897B** course description (RESTRICTED, pg 2) by adding the following to front of the description:
"Fieldwork in the area of student emphasis. Discussion of....."

GRADUATE SEMINARS

The following faculty have expressed an interest in collaborating with other faculty in an effort to coordinate existing graduate seminars and bring students from respective disciplines together for discussion of shared topics of interest for a period of 3-4 weeks each term.

Geri Wood (Nursing)
Wayne Stuberg (PT/OT)
Chris Marvin (SpEd)
Marcia Coor (HDF)

GRADUATE FACULTY NETWORK
IN INFANT-FAMILY SERVICES

Faculty are encouraged to seek one another out for guest lecturing, grant-writing or seminar or practica collaboration in the area of infant-family services. The list of participants in this study will be invited to gather for an informal luncheon in the spring, 1991. No specific action will be taken at this time to explore the development of an interdisciplinaryin Infant-Family Specialization at Univeristy of Nebraska. Faculty will attempt to coordinate more interdisciplinary training on an informal basis with existing coursework and faculty.

BEST COPY AVAILABLE

UNIVERSITY OF NEBRASKA
GRADUATE TRAINING FOR INFANT & FAMILY SERVICES

STRENGTHS AND NEEDS
OF
PROFESSIONAL TRAINING PROGRAMS

Please identify two or three key concepts or skills your training program could offer other disciplines and you believe are important for other disciplines to know relative to infant-family services.

Please list two or three major needs your discipline and/or your faculty have identified as important but lacking in your professional training program and would like to secure from other disciplines.

APPENDIX H

List of Participants

INTERDISCIPLINARY TRAINING IN INFANT-FAMILY SERVICES

Participants

*Wayne Stuberg 559-5720
Director of PT & OT
Meyer Rehabilitation Institute
UNMC 600 So. 42nd St.
Omaha, Nebraska 68198-5450

*John Bernthal 472-5496
Steve Boney
Chris Marvin 472-5483
Mary Morris
Special Education and
Communication Disorders
UNL 301 Barkley Center
East Campus
Lincoln, Nebraska 68583-0738

*John Christensen 554-2201
Kathy Coufal
Special Education and
Communication Disorders
UNO 117 Kayser Hall,
Omaha, Nebraska 68182-0054

*Geri Wood 559-6577
College of Nursing
UNMC, CN 4056
Omaha, Nebraska 68131

*Judy Driskell 472-3716
Human Nutrition & Food
Service Management
316B Ruth Leverton Hall
UNL
Lincoln, Nebraska 68583-0806

Joseph Lovole
Robert Woody 554-2569
Dept. of Psychology
UNO
Arts and Science Hall 347
Omaha, Nebraska 68182-0274

Susan Epps 559-5174
Psychology
MRI/UNMC
444 South 44th St
Omaha, Nebraska, 68131-3795

*Jamie Frias
M.Patricia Leuschen 559-7340
Department of Pediatrics
UNMC
600 S. 42nd St.
Omaha, Nebraska 68198

*Jane Conoley 472-6208
Chair, Dept. of Ed. Psych.
122 Bancroft Hall, UNL
Lincoln, Nebraska 68588-0345

*Sunny Andrews 554-2791
Gwen Weber
Robin Russell
School of Social Work
UNO Annex 40
Omaha, Nebraska 68182-0293

*William Meredith 472-1652
Kay King
Pauline Zeece
Human Development & the Family
110 Ruth Leverton Hall
UNL
Lincoln, Nebraska 68583-0809

Kay Parnell 554-3457
Ken Smith
Early Childhood Education
Department of Teacher Education
UNO 60th & Dodge St.
Omaha, Nebraska 68182

Mary Kluender 472-2389
Curriculum and Instruction
Pre-K and Primary Programs
110F Henzlik Hall
UNL
Lincoln, Nebraska 68588-0371

*John Berman 472-3110
Mary Kenning
Psychology
209 Burnett Hall
UNL
Lincoln, Nebraska 68588-0308

* = Department Chair